ABSTRACT

KLOEKER-WEBSTER, HEATHER MARIE. Competency Identification for Threat Assessment and Management Teams: A Modified Delphi Study. (Under the direction of Dr. Michelle Bartlett).

This study identified the competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System. The review of literature describes and discusses five main themes from previous research and existing literature. These themes include threat assessment and management team structure, mental health trends, legal implications, the act of assessing threat, and general threat assessment and management practices. The findings from this study are significant for the University of North Carolina System, from an institutional perspective, and for individual threat assessment and management teams. This study adds to the existing body of research on the topic of threat assessment and management teams within the context of higher education. This study bridges the gap between broad threat assessment competencies relevant outside of the higher education realm with the role and competencies needed for threat assessment and management teams at institutions of higher education.

A modified Delphi study was used to identify competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System. The modified Delphi method sought consensus among a panel of experts chosen based on their role chairing a threat assessment and management team at an institution within the University of North Carolina System. The data from the study was analyzed using descriptive statistics; including mean, standard deviation, and < 0.50 coefficient of variation (CV). Data analysis confirmed study stability and consensus between the two rounds of surveys. The findings from the study concluded that of the thirteen

competencies assessed by the panel of experts, seven were highly relevant to threat

assessment and management teams. These seven competencies are Communication, Ethics &

Professional Integrity, Information Gathering, Knowledge of Mental Health Factors,

Knowledge of Policies & Procedures, Relationship Building, and Use of Threat Assessment

Tools & Models.

Competency Identification for Threat Assessment and Management Teams:
A Modified Delphi Study

by
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BIOGRAPHY

Heather Marie Kloeker-Webster earned her Bachelor of Arts degree in 2011 from the University of North Carolina at Charlotte. She majored in Spanish with a communications minor and earned a certificate in leadership studies. In 2013, she graduated from Appalachian State University with a Master of Arts in College Student Development with an emphasis is student affairs. Heather has worked professionally in the student conduct field for six years. She currently serves on the Board of Directors for the Association of Student Conduct Administration as the Director of Four-Year Public Institution. Her interest in threat assessment began when she in 2015 when she started coordinating the Pre-Admission Safety Review Committee at the University of North Carolina at Charlotte; this Committee is responsible for conducting threat assessments of applicants applying to the University. Since then, Heather has piloted the role of case manager for the Campus Behavioral Intervention Team at the University of North Carolina at Charlotte and attended Behavioral Threat Assessment (BeTA) training with the North Carolina State Bureau of Investigations.

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CHAPTER 1: INTRODUCTION

Introduction

An exploratory study of higher education institutions within the Association for Student Conduct Administration, found that 96.7% of institutions have an active campus threat assessment and management team (Mardis, Sullivan, & Gamm, 2013). These teams are largely a result of the campus shootings that occurred in 2007 at Virginia Tech and 2008 at Northern Illinois University (Deisinger, Randazzo, O'Neil, & Savage, 2008). After the campus shootings, several states passed legislation requiring the creation of campus threat assessment and management teams, and institutions began to adopt the notion that having a team is a best practice for institutions of higher education (Massengill et al., 2007). Institutions are asking members of their campus community to serve on these teams to represent various campus stakeholders and provide a specific perspective based on their role or professional background.

Nature of the Problem

Threat assessment became a topic of discussion for institutions of higher education because of the campus shootings such as the one that took place on April 16, 2007 on the campus of Virginia Tech. Then ten months after the Virginia Tech shooting, on February 14, 2008 there was a shooting on Northern Illinois University's campus. These shootings captured the attention of media outlets who reported on these incidents from the perspective that campus violence was at an all-time high (Deisinger et al., 2008). Questions were posed about the safety and security of college campuses and how institutions of higher education were addressing risk.

After the incident at Virginia Tech, the Governor of Virginia, formed the Virginia Tech Review Panel to conduct an independent review of the shooting. From the review, *Mass Shootings at Virginia Tech, April 16, 2007: Report of the Virginia Tech Review Panel* was produced to summarize the event, campus and community response, and provide recommendations for future practices based on lessons learned from the event (Massengill et al., 2007). The Review Panel made the following recommendation regarding campus threat assessment:

> Virginia Tech and other institutions of higher learning should have a threat assessment team that includes representatives from law enforcement, human resources, student and academic affairs, legal counsel, and mental health functions. The team should be empowered to take actions such as additional investigation, gathering background information, identification of additional dangerous warning signs, establishing a threat potential risk level (1 to 10) for a case, preparing a case for hearings (for instance, commitment hearings), and disseminating warning information. (p. 19)

This recommendation from the Virginia Tech Review Panel initiated the implementation of campus threat assessment and management teams on college campuses across the country.

Although the recommendation for campus threat assessment and management teams is a decade old, these teams and their work continues to be relevant. The Department of Justice (2014) found that between the years 2000 to 2013, 7.5% of all active shooter incidents occurred on college campuses (Blair, Pete, Schweit, & W). Between 2013 and 2017, there were 118 incidents of firearms discharged on college and university campuses (Everytown for Gun Safety, 2018). Of the 118 discharges, 59.3% (n=70) were categorized an

attack on another person resulting in injury or death (2018). Of the 70 firearm discharges categorized as attack on other person(s) resulting in injury or death, 11.4% (n=8) occurred on the campus of a North Carolina college or university (2018). Incidents of campus violence are still occurring locally on our North Carolina campuses, an example is the shooting that occurred on the University of North Carolina at Charlotte's campus on April 29, 2019.

<div align="center">**Problem Statement**</div>

Often members of threat assessment and management teams assume roles and serve on teams without competencies to guide their training (Bell, 2017). There is a gap in the literature related to the competencies needed for threat assessment and management teams. Competencies are used to establish standards for professional knowledge and skills required for roles/positions (Martone, 2003; Moore, Cheng, & Dainty, 2002). In the literature, there is a gap regarding training specifics for threat assessment and management teams. Without an identified set of competencies for campus threat assessment and management teams, there is a void in the established standard for professional knowledge and skills required to serve on these teams. Institutions are on their own to determine what trainings and skills they believe are important for teams in the absence of competencies to guide development (Wang & Hutchins, 2010). In the absence of competencies, institutions are training their teams on the skills they believe are important; however Carroll & Buchholtz (2003) point out, if a key component of threat assessment and management is missed in training or members of the team are not well versed in the necessary skills, a potential for a crisis could occur or a crisis could be managed ineffectively.

Purpose Statement

The purpose of this study is to identify competencies for threat assessment and management teams at institutions of higher education within the University of North Carolina System. The University of North Carolina System will be able to use the identified competencies to establish consistency across the system institutions in terms of the competencies needed for teams, as well as with the trainings and development opportunities, the system provides to threat assessment and management teams. In addition, individual institutions and members of threat assessment and management teams can intentionally tailor their professional development to focus on increasing their knowledge and proficiency in each of the identified competencies.

Theoretical Framework

Relational Model for Crisis Management

The theoretical framework for this study is the Issue and Crisis Management Relational Model developed by Tony Jaques (2007). Jaques completed his Ph.D. in the field of issue management and is the owner and Director of Issue Outcomes, a consultancy specializing in crisis management and risk communication (Issue Outcomes, n.d.). According to Burnett (1998), there is not a systematic or widely accepted crisis management strategy or model. Jaques (2007) developed the Relational Model after reviewing and finding limitations in Life Cycle Models, Chaos Theory, and the Disaster Management Cycle. The Relational Model takes components of crisis management frameworks and relationship specification, to reframe crisis management (Burnett, 1998). The relational model is an integrated, cross-discipline model, positioning both issue management and crisis management within a joint relational cycle (Jaques, 2010).

Jaques (2007) believes crisis management is a "pro-active discipline embracing inter-related processes ranging from crisis prevention and crisis preparedness through crisis response and on to crisis recovery" (p. 148). The Relational Model is non-linear, consisting of four elements: crisis preparedness, crisis prevention, crisis event management, post-crisis management. Like chaos theory, the relational model for crisis management is non-linear, and "attempt[s] to understand the behavior of systems that do not unfold in a linearly predictable, conventional cause and effect manner overtime. When viewed as a whole, these systems manifest definite patterns and structures." (Murphy, 1996, p. 96). Unlike traditional models, the four elements are "clusters of related and integrated activities which may overlap or occur simultaneously" (Jaques, 2010, p. 13; 2007).
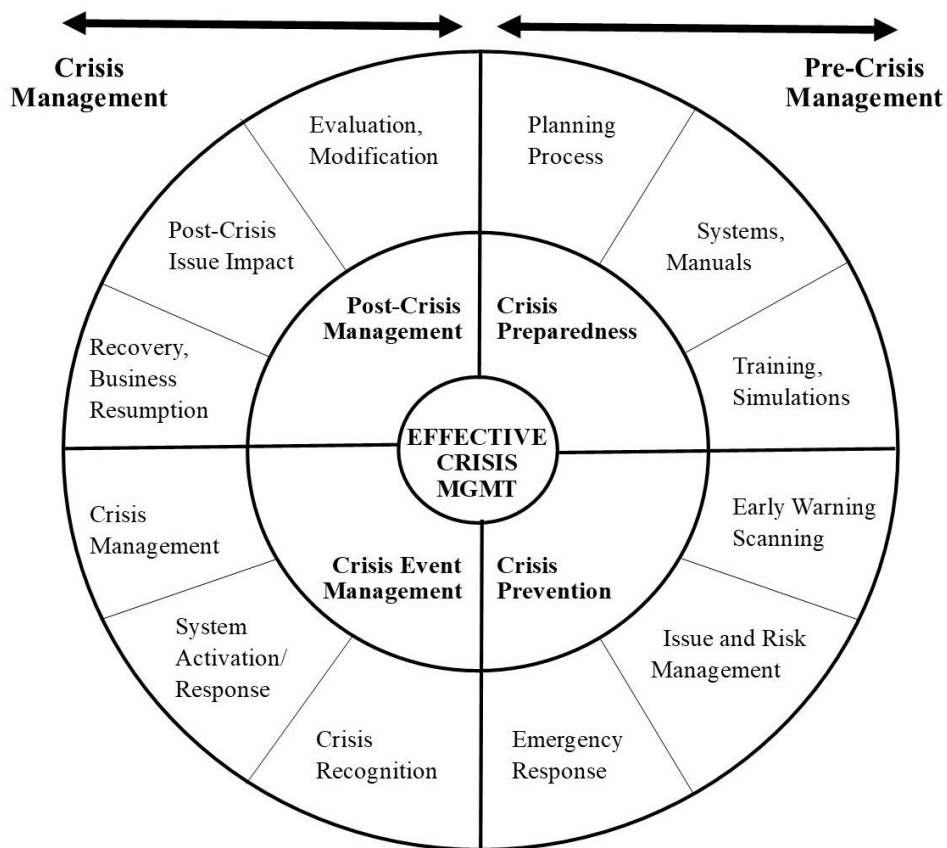
Figure 1. Recreated version of the Issue and Crisis Management Relational Model developed by Tony Jaques, Ph.D. This Model is a non-linear, relational construct for crisis management. Copyright 2007 by Issue Outcomes.

Crisis preparedness. The crisis preparedness element includes systems, manuals, and infrastructure; which includes crisis team selection and training, reporting and authority lines, system activation, and stakeholder communication. Additionally, training and simulations fall within crisis preparedness; including testing, tabletop exercises, and live simulations. (Jaques, 2007; 2009; 2010)

Crisis prevention. The crisis prevention element contains early warning and scanning; including audits, issue scanning, environmental scanning, and anticipatory management (Burnett, 1998). Overlapping with early warning signs and scanning is issue and risk management. Issue and risk management includes identification, prioritization, and development and implementation of a plan (Jaques, 2010). Jaques (2007) notes that although there is overlap within crisis prevention, "issue management and risk management are stand-alone disciplines with strategic scope and significance far beyond just early warning for crisis prevention (p. 153). Lastly, crisis prevention includes emergency response. Emergency response consist of infrastructure, much like crisis preparedness, documentation, and training. (Coombs, 2001; Jaques, 2007; 2009; 2010)

Crisis event management. The crisis event management element, also referred to as crisis incident management, includes crisis recognition; which is the transition from emergency to crisis, assessment, and early recognition. Early warning signs appears in this element due to the importance of reading signs. Additionally, this element contains system activation/response; including activing processes and systems redundancy. Lastly, crisis event management encompasses crisis management, the act of managing the crisis utilizing strategy selection, damage mitigation, and stakeholder management. (Coombs, 2001; Jaques, 2007; 2009; 2010)

Post-crisis management. The post-crisis management element contains post-crisis issue impacts; including coronial and judicial inquiries, litigation, and media scrutiny (Burnett, 1998; Jaques 2009). Additionally, this element consists of evaluation and modification; including root cause analysis, management assessments, process review, and implementing change. Jaques (2007; 2009) notes that evaluation should take place during each element of the relational model, but points out that in this element learning and systems modifications are made in order to begin preparing for future crises (Coombs, 2001).

<center>**Conceptual Framework**</center>

The conceptual framework for this study outlines the use of a modified Delphi methodology in answering the research questions. For topic areas, such as threat assessment and management, where research and literature are limited, researchers conduct Delphi studies to fill the information void. Prior to round one of the study, a content analysis including a comprehensive review of literature on the topic of threat assessment and management was completed. The literature review focused on existing competencies with relevancy to threat assessment and management, the components of threat assessment and management teams such as team composition and leadership, mental health considerations, legal implications, assessing threat, and team training. The content analysis informs the competencies identified in the round one survey. At the conclusion of the two survey rounds, the researcher will complete a final data analysis to determine consensus among the panel of experts, thus identifying competencies for threat assessment and management teams.

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│     Identify     │
│ Panel of Experts │
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        │
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│   Content Analysis  │
│ of Threat Assessment│
│    and Management   │
│     Competencies    │
│          &          │
│  Round 1 Development │
└─────────────────────┘
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Figure showing the conceptual framework flow:

- Identify **Panel of Experts** → **Content Analysis of Threat Assessment and Management Competencies** & Round 1 Development → Administer **Round 1** Structured Ranking Questionnaire → **Data Analyzation** & Round 2 Development → Administer **Round 2** Structured Ranking Questionnaire → **Data Analyzation** & Consensus Conclusions

Figure 2. Graphic representation for conceptual framework.

Research Questions

The focus of this study is to determine the competencies associated with threat assessment and management teams. In order to identify the competencies, a panel of experts, sixteen threat assessment and management team Chairs from the University of North Carolina System, will be invited to complete a modified Delphi. The research questions that will serve as the foundation of this study are:

Research Question 1: What competencies are identified in the literature related to threat assessment and management teams?

Research Question 2: To what extent is there consensus among a modified Delphi panel of experts, in identifying the competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System?

Significance of Study

This study will identify the competencies needed for threat assessment and

management teams at four-year public institutions within the University of North Carolina System. This study is significant because it fills a void in the literature related to professional development and training for teams. Currently, the literature outlines that there is a need for teams to have training; however, there is a gap in the literature regarding what competencies, skills, formats, and frequencies of trainings are beneficial for threat assessment and management teams.

Additionally, this study has significances for practitioners who chair threat assessment and management teams. This study will identify competencies needed for threat assessment and management teams with in the University of North Carolina System. Meaning, chairs will no longer need to make independent determinations regarding what competencies are needed for their teams. These system wide competencies can be implemented as a guide when evaluating skillset and selecting members for threat assessment and management teams. As well, these competencies can serve as the backbone of training curriculum for threat assessment and management teams.

Limitations and Delimitations

This section will cover the limitations and delimitations of the study. Limitations such as method and participants will be detailed. For the delimitations, the study's scope and literature will be described.

Limitations

Method. The modified Delphi methodology relies on the participation of a panel of experts to reach a consensus. Due to the limited size of the panel of experts associated with modified Delphi studies, the range of perspectives can be limited (Hsu & Sandford, 2007).

Participants. The participants selected for the study each chair a threat assessment

and management team within the University of North Carolina State System. The participant's participation in the study is voluntarily, thus the number of participants that fully complete the survey was smaller than the anticipated sixteen.

Delimitations

      Scope. The scope of this study was limited to four-year public institutions within the University of North Carolina System. Therefore, the results of this study may not be generalizable for other institution types, such as community colleges, private institutions, and for-profit institutions. As well, this study focused specifically on the state of North Carolina, the results of this study may not be generalizable for other states or countries, even for four-year public institutions.

      Literature. For this study, the researcher choose not to include literature focusing risk assessments within the criminal justice system, threat assessment focusing on public figures, and threat assessment tools specific to children under the age of eighteen years old. This decision was made because the target population of the excluded literature does not relate to college students or to the higher education environment.

Definitions of Terms

      Competency. A standard level of performance or knowledge that an individual needs for their role (Hoffman, 1999; Martone, 2003; Moore, Cheng, & Dainty, 2002).

      Crisis. A crisis is the result of a student's coping strategies failing. Each person experiences a crisis differently. A crisis can occur in a student who is psychologically well or struggling (Kay & Schwartz, 2010).

      Modified Delphi methodology. A research methodology that utilizes the opinions of a panel of experts through a series of questionnaires to measure consensus on a topic

(Greatorex & Dexter, 2000).

Higher education institutions. An institution that admits students with secondary degrees or equivalent and provides a two-year or greater program that counts toward admission for a graduate or professional degree (20 U.S. Code § 1001, n.d.).

Threat assessment. The act of "identifying and evaluating risk factors to help prevent escalation" (Bennett, 2015, p. 5).

Threat assessment and management teams are multidisciplinary teams that meet to review and discuss individuals who have displayed behavior that is concerning, may pose a risk to themselves or others, or could significantly disrupt the campus environment (Deisinger et al., 2008).

Organization of Study

This study is organized into five chapters. The first chapter includes the nature of the problem, theoretical and conceptual framework, research question, significance of study, definitions, and limitations and delimitations. The second chapter is a literature review of threat assessment and management teams, focusing on team mission and composition, competencies, considerations for teams, threat assessment and management team processes, and team training. The third chapter describes the research methodology, design, and data collection and analyzation. The fourth chapter includes findings from the study. The fifth and last chapter consist of conclusions and suggestions for future studies.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

As a result of the campus shooting at Virginia Tech, recommendations were made calling for the creation of threat assessment teams, improved risk management processes, and better violence prevention programs at institutions of higher education. The past President of International Association of Campus Law Enforcement, Steven Healy, concurred with these recommendations in his testimony before the U.S. House of Representatives on May 15, 2007 and emphasized the importance of institutions "creating comprehensive plans that are tailored to the culture, setting and physical environment for each campus" (as cited in Blake, 2007, p. 15). Healy's (2007) notion of institutions implementing recommendations in ways that best satisfy the needs for their specific campus becomes important as purpose and mission of threat assessment teams are determined.

Threat assessment and management teams are widely defined as multidisciplinary teams that meet to review and discuss individuals who have displayed behavior that is concerning, may pose a risk to themselves or others, or could significantly disrupt the campus environment (Blake, 2007; Deisinger et al., 2008; Fox & Savage, 2009; Pollard, Flynn, & Eells, 2015). The team is responsible for reviewing all reports of threats and/or alarming behaviors to assess the legitimacy of the concern, determine the level of risk, and develop and implement strategies to reduce risk. The purpose of threat assessment and management teams is to prevent targeted violence. According to Deisinger et al. (2008), threat assessment teams aim to prevent individuals from self-harming or harming others, and to provide assistance and resources to those in need within their campus community.

Although each threat assessment and management team should develop its own statement to accurately portray the mission of the team, the mission should be centered around determining if an individual is a threat and to intervene as necessary in an attempt to resolve the threat before violence occurs. The mission of these teams are not to punish people; the focus should be on helping people (Mardis et al. , 2013). If the team is notified of a situation early enough, it can potentially intervene before an incident occurs thus preventing the behavior that would require disciplinary or criminal action (Deisinger et al., 2008). The main purpose and mission of threat assessment and management teams is violence prevention, but it is important for teams to realize the work they are doing is rooted in helping people (Mardis et al. , 2013).

Background of Competencies

Competencies are defined as a standard level of performance or knowledge that an individual needs to be successful in their role (Hoffman, 1999; Martone, 2003; Moore, Cheng, & Dainty, 2002). The notion of competencies within higher education began surface in 1994 with the creation of the National Skills Standards Board of the United State, which was created under The Goals 2000: Educate America Act (P.L. 103-227) of 1994 and served as a catalyst for creating a voluntary national system of skill standards (US Congress, 1993; Voorhees, 2001). Since then, the U.S. Department of Education established their definition of competency; defined as "a combination of skills, abilities, and knowledge needed to perform a specific task" (Jones, et al., 2002, p. 1). While the notion of competencies is not new to higher education, competencies did not begin making their way into the student affairs field until 2009. In 2009, College Student Educators International (ACPA) and Student Affairs Professionals in Higher Education (NASPA) launched a joint taskforce on professional

competencies and standards for student affairs educators (Professional Competency Areas for Student Affairs Educators, 2015).

Within higher education and student affairs, there are still functional areas and gaps where competencies have not been established. For example, the Council for Advancement of Standards in Higher Education (CAS) developed 45 sets of standards for areas, programs, and services within higher education, but do not have established standards related to threat assessment and management teams (Standards, n.d.). In 2015, the Association for Threat Assessment Professions (ATAP) established seven core competencies for threat assessment professionals; however, these competencies are not specific to higher education or to campus threat assessment and management teams (Core Competencies, 2015).

While there is a gap in competencies targeted toward threat assessment and management teams, connections can be drawn from general threat assessment competencies and competencies from professional organizations who would have their members represented on threat assessment and management teams. Table 1 outlines professional organizations that are related to general threat assessment or are associated with various roles on threat assessment and management teams.

Table 1.

Professional Organizations and Competencies

Organization Name	Targeted Organizational Membership	Professional Competencies	Competencies Relevant to Threat Assessment and Management Teams
American College Counseling Association (ACA)	College Mental Health Counselors	Yes	No

Table 1 (continued).

Association for Student Conduct Administration (ASCA)	Student Conduct Professionals	Yes	Yes
Association for Threat Assessment Professionals (ATAP)	Threat Assessment Professionals	Yes	Yes
College Student Educators International (ACPA)	Student Affairs Professionals	Yes	Yes
International Association of Campus Law Enforcement Administrators (IACLEA)	Campus Law Enforcement	No	No
Student Affairs Professionals in Higher Education (NASPA)	Student Affairs Professionals	Yes	Yes

Note. Many of these professional organizations are not specific to campus threat assessment and management teams, but were chosen based on their connections to various aspects of campus threat assessment and management. Also note, ACPA and NASPA produced a set of joint competencies for student affairs.

Table 1 shows six professional organizations that have connections to threat assessment and management teams. Of these six organizations, five have professional competencies. Association for Student Conduct Administration (ASCA), Association for Threat Assessment Professionals (ATAP), and College Student Educators International (ACPA)/ Student Affairs Professionals in Higher Education (NASPA) have competencies that are related to threat assessment (Core Competencies, 2015; Professional Competency Areas for Student Affairs Educators, 2015; Waryold & Lancaster, 2013).

In addition to professional organizations that have established competencies related to threat assessment and management teams, a review of the threat assessment and management literature established five main threat assessment and management themes. The emerging themes from the literature included team structure, mental health trends, legal implications, the act of assessing threat, and general threat assessment and management practices. Each of these themes are discussed in depth throughout chapter two.

Team Composition

In order to determine the competencies needed for threat assessment and management teams, it is important to understand the composition of these teams and types of roles represented on teams. Teams should be comprised of four to eight members, these members should have their responsibilities of serving on the team written into their position description (McCarthy, 2015). Members should be chosen based on their expertise, willingness to prioritize the team and time commitment of serving on the team, and how their personality matches with other members of the team (Harwood, 2008). Teams should be multidisciplinary with "representation from across an institution's various constituents" (Deisinger et al., 2008, p. 33; Executive Summary, 2008).

Membership

Threat assessment and management teams are comprised of representatives from across the institution, making the team multidisciplinary. It is important for members to understand their role and responsibilities on the team and not to go beyond their scope of expertise when giving input and making recommendations about a case. Although membership and representation on threat assessment and management teams vary,

individuals representing the specific departments or function areas outlined below have unique roles and responsibilities, should they be represented on the team.

Core members. Although the composition of the team is institution specific, there is a common core of representatives that customarily serves on every team regardless of the institution. The members of the common core generally consists of a representative from police or security, student affairs, student conduct, counseling services, and legal affairs (Deisinger et al., 2008; Executive Summary, 2008; Hollingsworth, Dunle, and Douce, 2009; Massengill et al., 2007; McCarthy, 2015).

Police or security. The role of the police or security representative is determined based on the campus having its own police or security unit. If the campus has its own unit, a representative from the unit should serve on the team. The primary roles of this member is to conduct investigations and gathering background information, liaison with campus and local law enforcement agencies, and coordinate emergency services (Deisinger et al., 2008; Executive Summary, 2008). In addition to coordinating emergency services, this representative is also responsible for assisting in the development of safety plans (Dunkle, Silverstein, & Warner, 2008). If the campus does not have its own unit, the local law enforcement agency should be contacted to ask that a member of the agency participate in conducting investigations.

Mental health consultant. The role of the mental health consultant is to provide information and opinions on mental health issues that may affect the case (Executive Summary, 2008). This representative can be from a campus counseling center or be an outside consultant (Dunkle et al., 2008; Pollard, Flynn, & Eells, 2015). In addition to providing their professional opinion to the team, this representative can also build

relationships with community mental health agencies so that students who are unable to be

adequately treated by campus counseling centers can be referred to off campus providers

(Deisinger et al., 2008). Lastly, the representative serving as the mental health consultant

should not serve in a "treating relationship" with anyone who is being evaluated by the team,

as it is a conflict of interest (2008, p. 40).

Residence life. The role of the residence life representative is dependent upon if the

campus has on campus housing and the size of the residential population. If the campus has a

substantial residential population, this member will be able to assist in bringing cases that

originate in housing to the attention of the team. Additionally, this member will be able to

assist in cases that are being actively investigated by connecting the relationships of

individuals in the halls with the individual of concern, and suggesting who should be

interviewed (Deisinger et al., 2008). As well, this member will be able to assist with the

follow up of the management plan for students who live on campus (2008).

Student affairs. The role of the student affairs representative is to interpret polices

that are directed at students such as the student code of conduct, access student records and

information, and to liaison with parents or family members (Deisinger et al., 2008; Executive

Summary, 2008). According to Deisinger et al. (2008), the student affairs representative is

also responsible for maintaining an accurate roster of threat assessment team members and

"serving as the liaison to administrative decision-makers" (p. 40). These responsibilities

coincide with the how Deisinger et al. (2008) and Dunkle et al. (2008) define the role and

responsibilities of a threat assessment and management team leader, which will be discussed

in the next section.

Legal counsel. The role of the legal counsel representative is to serve as an advisor to the team and provide guidance (Deisinger et al., 2008; Hollingsworth et al., 2009). Having the legal counsel representative serve as the advisor may provide the team and their meetings legal privilege (2009). Direct access to legal counsel also allows the team to avoid having a delay in the assessment process due to any perceived legal barriers (Dunkle et al., 2008). Additionally, having a legal representative provides the team with information on relevant laws, mandates, and policies that affects their work, such as confidentiality and privacy issues (Executive Summary, 2008).

Case manager. The role of the case manager can be a standalone position or can be an addition to the team leader's role. Institutions that have large caseloads may choose to have a dedicated position that is responsible for case management for their threat assessment and management team and serves as a case manager for students of concern. The role of the case manager is largely administrative and focuses on student follow up. The case manager is responsible for managing reports that have been submitted for the team's review (Eells & Rockland-Miller, 2010). The case manager will create or assist in creating the agenda for meetings. Additionally, this role assists the team by tracking where students are in the threat assessment process; categories may include students who are being reviewed for the first-time review, students who have been previously reviewed by the team and have had a new report submitted about them, and updates on students who have been reviewed at prior meetings (Eells & Rockland-Miller, 2010).

Specialty members. In addition to the core members who serve on the threat assessment and management team, teams may choose to utilize specialty members. Specialty members are members of the team who serve in an as-needed or case-by-case basis. These

members are brought into meetings when their specific expertise is needed to fully review information and make an informed decision regarding the individual's threat level and most appropriate action plan. There may be cases that require the team to consult with an outside entity or agent if the level of expertise needed surpasses the expertise of campus personnel.

Academic affairs. The role of the academic affairs representative is to serve as a liaison between the team and academic units (Eells & Rockland- Miller, 2010; Harwood, 2008). This member is primarily responsible for interpreting academic policies, being knowledgeable about academic resources, and gathering information related to academics (Deisinger, et al., 2008)

Disability services. The role of the disability services representative is to serve as the specialist and expert assisting the team and institution avoid discriminating against a student based on a diagnosed or perceived disability (Dunkle et al., 2008). As well, this representative should be knowledgeable about applicable disability laws and share information with the team as it relates to a case. This member may serve on the team as an ad hoc member when a case involves a student with a disability or the team needs this specific set of expertise.

Human resources. The role of the human resources representative is related to employee information and records (Eells & Rockland- Miller, 2010, Harwood, 2008). Like the disabilities services representative, this member may be called to participate and serve on the team as an ad hoc member in cases where a faculty or staff member is the individual of concern. This member is responsible for interpreting personnel policies, being knowledgeable about contractual issues, and keeping the team informed about personnel developments, such as anticipated terminations (Deisinger et al., 2008).

Media relations. The role of the media relations representative should serve as an ad hoc member (Eells & Rockland-Miller, 2018). This member should be brought in for cases that will potentially gain media attention. The role of this member is to act as the liaison to the media and public (Deisinger et al., 2008). Additionally, this member can be utilized to provide advice on how information and policies should be disseminated to the campus community, and assist in marketing the team and the team's mission to the campus community (Deisinger et al., 2008).

The team can be comprised of representatives from the above departments and functional areas, as well as other areas of the institution and outside constituents. Members of the team are responsible for participating in the gathering of information and conducting an information assessment, developing and implementation of an action or intervention plan, and monitoring the plan as related to their role on the team and area of expertise (Pollard, Flynn, & Eells, 2015).

Leadership

Deisinger et al. (2008) note the importance of establishing a leadership hierarchy so that meetings run efficiently and goals are met. One member of the team should be designated as the team leader. This individual will have additional responsibilities with the team. The team leader is responsible for leading and facilitating all team meetings, assigning and delegating responsibilities to team members, and ensuring all threat assessment processes and protocols are followed (2008; Executive Summary, 2008).

The main considerations that should be taken into account when selecting a leader are how well the individual relates with others, someone with an "inquisitive and skeptical mindset", and their familiarity with threat assessment (Deisinger et al., 2008, p. 38). In

general, any member of the threat assessment and management team could serve as the leader; however, there are some representatives that are not recommended to serve as the leader based on their primary duties and responsibilities. For example, counseling center staff are not recommended to serve as the team leader as there can be a conflict balancing information sharing to support the team and maintaining patient confidentiality (2008).

When evaluating which member of the team should serve as the leader, Dunkle et al. (2008) states, "the team leader should be a senior student affairs administrator who has high-level authority to manage student behavior and who has a solid understanding of the institution's administrative structures, the institution's policies and procedures concerning student conduct, and the complexity of managing difficult student issues" (p. 4). There is an emphasis that the leader is the one responsible for ensuring the team and general threat assessment process stay focused on the student's behavior in order to reduce the likelihood of potential discrimination based on the student's mental health or disability (2008). It is suggested that the leader understand student conduct codes and judicial processes, so that they can remain focused on the behavior and lead the team to conduct assessments and develop action plans based on behaviors (2008).

Lastly, Dunkle et al. (2008) highlights four main roles of the threat assessment team leader. First, the leader should be the point of contact for individuals who have a concern about a particular student. Second, at the beginning of each case review, the leader should determine what other internal systems or external resources should be considered (Dunkle et al., 2008). Third, the leader is to assist the team in remaining focused on the student's conduct (Dunkle et al., 2008). Fourth, the leader should initiate parental contact, if it is deemed necessary by the team (Dunkle et al., 2008). Overall, the team leader must be

passionate about their role on the team and the work required to manage an effective and efficient team.

Considerations for Threat Assessment Teams

Threat assessment and management teams are charged with identifying, evaluating, and intervening in situations where potential threats or risks are present (Bennett, 2015; Harwood, 2008). To assist in these efforts, campus threat assessment teams should be familiar with mental health concerns that may be affecting the situation, legal mandates or protections that impact information sharing, and strategies to evaluate risk to determine appropriate intervention. These considerations influence the team's ability to efficiently and effectively respond to campus threats and prevent risk.

Mental Health

Threat assessment and management teams may refer students to the counseling center for an intake session or an evaluative referral, which is a clinical violence risk assessment to assess danger to themselves or others (Pollard, Flynn, & Eells, 2015). Counseling center staff are trained to recognize the symptoms of mental illness in their clients, generally traditional aged college students for institutions that have a campus-based counseling center, and are able to probe for issue of suicidality or hostility towards others (2015). Traditional college aged students are between the ages of 18 to 24 years old. This age range is also the range where mental health concerns become more present. In 75% of cases, the individual has their first onset of mental health concerns before the age of 24 (Kessler et al., 2007).

Hollingsworth, Dunle, and Douce (2009) discuss the increasing number of college students who are coming to campus with mental health concerns that do not have a treatment plan (Kay & Schwartz, 2010, p. 13). Counseling center directors report, that of their student

clientele, 15.2% have an extensive psychiatric history, while additional studies found that the number of students using psychotropic medications prior to their first interaction with the counseling center was 27.9% (2009). Although students are seeking assistance from the counseling center, the percentage is small when compared to those who do not seek counseling. Many students choose not to seek counseling or choose to seek help from peers or family members rather than professionals (Reavley & Jorm, 2010; Kay & Schwartz, 2010, p. 159).

Identifying and preventing potential violence against one's self has become the center of campus conversations surrounding the topic of suicide. The US Department of Health and Human Services (2005) states, suicide is the second leading cause of death among college students. A study referenced by Reavley and Jorm (2010), states that "less than 20 percent of the students reporting suicidal ideation or attempts were receiving treatment (p. 133). Research shows that one in five students commit suicide on the same day as an acute crisis and that 47% experienced an acute crisis within the previous two weeks (Hollingsworth et al., 2009). Acute crises can look different for every student. A study conducted by the Harvard Injury Control Research Center (2001) found that of college students who commit suicide, "50 percent had intimate partner problems, 20 percent had legal or criminal problems, 13 percent had problems with a friend or family member, and 12 percent had financial problems" (as cited in Hollingsworth et al., 2009, p. 42). These statistics highlight the importance of threat assessment and management teams to accurately gather information from a multitude of perspectives and the need to act quickly once the team is notified a student may be a potential risk.

Supporting individuals with mental health concerns is important for their success. Traditional college aged students are most likely to seek support from their friends, family, and intimate relationships than any other form of support (Reavley & Jorm, 2010). The support received and reactions of friends and family can make a difference in whether or not the individual chooses to seek the help of a professional mental health counselor. For this reason, institutions should provide education on appropriate ways to provide help and resources related to mental health to the campus community.

In order for counseling center staff members to share information about the student or shared by the student, including information from the intake session, assessment results from an evaluative referral, and information shared during sessions, appropriate informed consent should be established with the student and with the threat assessment and management team. There are exceptions with the Federal Education Rights to Privacy Act that allows limited information to be shared without the student's consent in emergency situations. Additionally, many states have legal requirements about a counselor's duty to protect or duty to warn (Pollard et al., 2015).

"Institutions of higher education have a unique opportunity to identify, prevent, and treat mental health problems as they encompass several aspects of students' lives, including educational activities, health services, residences, social networks, and extracurricular activities" (Reavley & Jorm, 2010, p. 134). Over 50% of 18-20 year-olds are attending an institution of higher education, therefore prevention and early intervention practices have the potential to benefit not only the student, but also the campus community (Reavley & Jorm, 2010). As part of early intervention practices, the threat assessment and management teams can utilize the expertise of counseling center staff members to conduct a violence risk

assessment, which would be used as additional information when the team conducts a threat assessment evaluation.

Legal Implications

A main concern for many threat assessment and management teams is related to legal concerns surrounding the sharing of student information among members of the team and with other individuals within the institution and their duty to provide care (Nolan & Moncure, 2012). The federal government has laws in place to assist and regulate what information can be shared and how information should be maintained relating to the work of threat assessment and management teams. The legal counsel representative on the team can assist in this area by ensuring the team is functioning within the laws that protect an individual's privacy and confidentiality, particularly the Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, and disability laws (Deisinger et al., 2008).

Information sharing. Team members are responsible for sharing information about students of concern within the team and with other individuals for specific purposes such as safety concerns for the student or for other students, gathering information in order to conduct a thorough threat assessment, and information related to referrals and action plans. In the Executive Summary (2008), published by the Student Affairs Administration in Higher Education (NASPA), it states "the team's decision to share information with appropriate members of the campus community on a need-to-know basis or with a student's family" is a role of the team and a responsibility of the team based on the team acting from a perspective of care and threat management (p. 15). Additionally, campuses should create good faith policies for faculty and staff members that state an effort to comply with state and federal

laws related to confidentiality, and policies should "err on the side of caution by sharing more information rather than less when a matter relates to campus safety" (Executive Summary, 2008, p. 16).

  Federal Education Rights to Privacy Act (FERPA). FERPA is intended to protect a student's academic record and requires written consent before information is released. The Department of Education states in a pamphlet titled Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Colleges and Universities (2007) that "Postsecondary officials are regularly asked to balance the interests of safety and privacy for the individual students" (n.d., para. 1). Therefore, there are exceptions to FERPA that allow an institution to release information without the student's consent (Harwood, 2011).

  FERPA allows a release of information in emergency situations to protect the health and safety of students or other individuals (Balancing Student Privacy and School Safety, 2007; Deisinger et al., 2008; Eells et al., 2011; Executive Summary, 2008). The exception to FERPA is limited to the period of emergency and does not allow for a blanket release of information. The information protected by FERPA relates to privacy of records only, it does not include "communications, observations, and other forms of information that team members may need to share" (2008, p. 90).

  FERPA protected information can be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel (Balancing Student Privacy, 2007). Under FERPA information can be shared with threat assessment and management team members with a "legitimate need to know" (Deisinger et al., 2008, p. 90).

Teams should be aware that law enforcement records are not FERPA protected and can be shared at the discretion of the enforcement agency (2008; Balancing Student Privacy, 2007).

        Health Insurance Portability and Accountability Act (HIPAA). HIPAA provides protection and confidentiality of records related to health and mental health (United States, 1997). Records of this type are generally not a part of an individual's academic record and are not protected under FERPA. However, institutions with counseling or health centers on campus may apply FERPA instead of or in addition to HIPAA (Deisinger et al., 2008; Dunkle et al., 2008). Like FERPA, HIPAA has exceptions for when information can be shared without a written release by the individual. These exceptions include situations where an individual is a threat to themselves or others (2008). Additionally, HIPAA does not prevent mental health professionals from receiving information. For example, members of the threat assessment and management team are able to share information with the mental health representative to enhance the treatment plan for the individual and to evaluate whether or not the new information should elevate the team's concern for the individual or student to the point of having a duty to protect or warn (2008, p. 91).

        Student protections. In addition to information sharing and privacy laws, threat assessment and management teams must also be aware of and abide by disability laws that protect students with mental or physical disabilities (Nolan & Moncure, 2012). Institutions that receives federal funds are subject to multiple disability laws. These laws include section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, parts of Title III of the Americans with Disabilities Act, and the Fair Housing Act.

        Disability laws. There are multiple disability laws, but there are commonalities within each of the laws. These commonalities are that they "prohibit discrimination on the basis of

disability", "include mental health impairments in the class of disabilities that may be accorded protection", and "they may require an institution to provide reasonable accommodations to a student" (Department of Justice, 2010; Dunkle et al., 2008, p. 9). In order for a student to be protected under these disability laws, they must meet the definition of "disabled"; which is defined as having a "physical or mental impairment that renders the individual substantially limited in a major life activity (2008, p. 10; United States, 1973). However, the definition of "disabled" has been interpreted differently by different decision-makers who review disability claims. The Office of Civil Rights, responsible for enforcing 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act has taken abroad interpretation regarding whether or not a student fits the definition and their protection under the disability laws (2008; Department of Justice, 2010; United States, 1973).

Threat assessment and management teams are responsible for knowing the laws regarding information sharing and circumstances where exemptions may apply, as well as disability laws that may affect students and the assessment the team makes. Teams should consult with their legal representative and advisor for the interpretation and clarification of these laws. The legal representative should serve as the expert on all legal aspects and implications related to the work of the threat assessment team.

Threat Assessment and Management Process

The main purpose of the threat assessment and management team is to gather information and manage the threat assessment process (Pollard, Flynn, & Eells, 2015). In an executive summary (Executive Summary, 2008, p. 7), NASPA outlines that in the literature, the crisis or threat management process is a series of phases that build upon previous phases; these phases are (1) prevention, (2) preparedness, (3) response, and (4) recovery. This crisis

management model has been adopted by the Department of Homeland Security and Department of Education. According to Deisinger et al., (2008) the threat assessment and management process is a sequence of "screening the case, determine whether to initiate team-led inquiry, gather information, and evaluate the person and situation involved, and develop and implement and management strategy where needed (p. 47). Similarly, in Address Stalking Incidents Via Threat Assessment, Behavioral Intervention Teams, Bennett (2015) notes that threat management process requires evaluating the potential for violence, building a culture of reporting, reducing risk and considering measurements of success.

Identifying Individuals of Concern

In order to start the threat assessment and management process, the team must be informed of individuals who have engaged in threatening behavior or have done something to raise concern (Deisinger et al., 2008). In order for people to report individuals and concerning behavior, they must know the team exists and when situations should be submitted for review. McCarthy (2015) points out that teams must "ensure everyone knows how to report behavior" and "build trust with those who report behavior" (p. 6). McCarthy's suggestions align with Deisinger et al. (2008), who state the team should encourage reporting, provide instructions on how to report, and provide awareness training so that people know the team exists and that the mission of the team is focused on safety and providing resources. Bennett states, "colleges must build a culture of reporting that allows and encourages reporting" which accentuates the messages of McCarthy and Deisinger et al. (2015) by incorporating reporting into the culture of the institution (p. 5).

Conduct an Initial Screening and a Full Inquiry

Once an individual has been reported to the team, the team must conduct an initial

screening to determine if the individual poses an imminent threat or the situation rises to the

level of an emergency (Deisinger et al., 2008). This step begins fact-finding and will tailor

how the team responds to the report, based on whether or not there is an imminent threat or

an emergency (Harwood, 2008). Steven Healy, the past President of International

Association of Campus Law Enforcement Administrators, is quoted in Blake (2007) as

stating, comprehensive plans should be tailored to "the culture, setting and physical

environment of each campus" (p.16). If the situation is deemed an imminent threat or an

emergency, the team should notify and consult their law enforcement agency (Deisinger et

al., 2008). If the situation is not deemed an imminent threat or emergency, the team will

determine if the situation requires a full inquiry. A full inquiry consists of gathering as much

information about the individual and situation as possible from a variety of sources.

Answer Key Inquiry Questions and Make the Assessment

The next phase of the threat management process provides the team a series of

questions that uses the information gained from the full inquiry to understand the behavior

and the context of the situation by viewing a comprehensive look at the individual (Deisinger

et al., 2008). The responses to the series of questions should help the team make a

determination regarding the threat level and risk to campus. Bennett (2015) refers to this

stage in the process as evaluating the potential for violence. The evaluation of potential

violence is based on "identifying and evaluating risk factors to help prevent escalation"

(Bennett, 2015, p. 5). Additionally, Bennett (2015) notes that teams may choose to utilize

instruments specifically geared toward evaluating violence. Instruments and tools specifically

geared toward evaluating violence should assist the team in more accurately making a threat assessment and determining the level of threat that is posed by an individual or situation. The level of threat dictates the priority level associated with the case (Deisinger et al., 2008).

Conducting an assessment. A key component during the threat assessment and management process is the act of conducting a threat assessment. While there is no way to predict violence on campus, threat-assessment teams can "assess known threats and if necessary take early action and diffuse potentially violent situations" (LaBanc, et al., 2010, p. 76). The act of conducting a thorough threat assessment involves utilizing available information, existing tools, and the identification of warning signs to reducing threats (Fein, Vossekuil, & Berglund, 1999). Threat assessment and management teams do not assess risk, such as determining if an individual "will or will not engage in violence" (Pollard, Flynn, & Eells, 2015, p. 251). The purpose of the team is to "identify individuals progressing along a pathway toward violence" by "understand[ing] the situations and developing interventions or addressing systems to prevent harm and reduce risk" taking into consideration the context of the situation and the individual (p. 251). Warning signs are used as a key data point for assessing threat, coupled with the notion that there is not one specific way for campus to conduct a threat assessment given the nuances of each situation (Drysdale, Modzeleski, & Simons, 2010; Eellls & Rockland-Miller, 2011; Pollard, Flynn, & Eells, 2015, p. 252). Table 2, outlines the variety in models, strategies, and tools available that can be utilized by a team when conducting a threat assessment.

Table 2.

Threat Assessment Models, Strategies, and Tools

Model/Strategy/Tool	Purpose
Assessment-Intervention of Student Problems Model (AISP) (Delworth, 1989; Dunkle, 2009)	General Assessment

Table 2 (continued).

Secret Service: Threat Assessment Investigation (Borum, Fein, Vossekuil, Berglund, 1999)	Targeted Violence
FBI: Four Pronged Assessment Model (O'Toole, 1999)	General Assessment
Spousal Assault Risk Assessment (SARA) (Kropp & Hart, 2000)	Intimate Partners
College and University Behavioral Intervention Team Model (CUBIT) (Sokolow, Lewis, Wolf, Van Brunt, & Byrnes 2009)	General Assessment
Cawood Assessment Grid (Cawood & Corcoran, 2009)	General Assessment
Guidelines for Responding to Student Threats of Violence (Cornell, 2010)	General Assessment
Counseling Center Assessment of Psychological Symptoms-62 (CCAPS-62) (Locke et al., 2011)	Mental Health
Warning Behaviors and Leakage in Threat Assessment (Meloy, Hoffmann, Guildimann, & James, 2012; Meloy, O'Toole, 2011)	General Assessment
Workplace Assessment of Violence Risk (WAVR-21) (Meloy, White, & Hart, 2013)	Work Place Assessment
Posttraumatic Stress Disorder (PTSD) Checklist (PCL-5) (Weathers, 2013)	Veterans
Violence Screening and Assessment of Needs (VIO-SCAN) (Elbogen, 2014)	Veterans
Historical Clinical Risk Management (HCR-20 V3) (Douglas, Shaffer, Blanchard, Reeves, & Weir, 2014)	Forensic Evaluation
Guidelines for Identifying Hunters Versus Howlers (Calhoun & Weston, 2015)	General Assessment
Stalking Risk Profile (SRP) (Mcewan et al., 2016)	Stalking
Terrorist Radicalization Assessment Protocol (TRAP-18) (Meloy & Gill, 2016)	Lone-Actor

Table 2 (continued).

| Stalking Assessment and Management (SAM) | Intimate |
| (Gerbrandij, Rosenfeld, Nijdam-Jones, & Galietta, 2018) | Partners |

Note. The treat assessment models, strategies, and tools listed above were compiled after completing a review of literature for threat assessment in higher education and feedback from threat assessment practitioners within higher education.

Develop and Implement a Plan

This phase of the threat management process is based on an individualized behavioral intervention plan. The team should develop a tailored plan to intervene and reduce threat that is based on the information the team gathered during the full inquiry (Deisinger et al., 2008). This plan may incorporate a number of strategies such as engaging with the individual, monitoring the situation, identifying an ally or person the individual trust, notifying the family of the individual, law enforcement intervention, creating a behavioral contract, mandated psychological assessment or hospitalization, options for separating from the institution, modification to the environment, and victim protective actions (Deisinger et al., 2008). It is important for the team to remember this phase should be focused on resources that are available to move the individual away from thoughts or plans of violence and to address underlying concerns (Deisinger et al., 2008).

Monitor the Plan, Refer and Follow Up

The last stage in the threat management process is monitoring the plan, referring the individual to resources, and following up with the individual as needed. Deisinger et al. (2008) discuss that threat management cases are generally open for extended periods until the individual is deemed to no longer pose a threat. Deisinger et al. (2008) elaborates on this notion by stating "a person does not simply become a threat and then cease to be a threat" and that their threat level fluctuates (p. 77). Because of the fluctuating threat level, it is

important for the team to monitor, modify, and update the plan with referrals that best meet the need of the individual at various levels of threat.

Training for Team Members and Campus Community

Colleges must go further than having plans in place for how they would manage emergency situations; they must practice the emergency plans and conduct trainings. An exploratory study of higher education institutions within the Association for Student Conduct Administration, found that while 96.7% of institutions have an active campus threat assessment and management team, only 67% of teams receive any form of training; this study did not address the frequency of training (Mardis et al. , 2013). Richter (2014), the Director of Safety and Security at Keiser University, suggest team members should participate in regularly scheduled meetings, training sessions, and simulate responses to real life scenarios. Training for various scenarios, (e.g. basic procedures, communication, workplace violence) allow the team to be more prepared to respond when a threat occurs (Richter, 2014). An Exploratory Study of How Institutions Utilize Systems to Respond to Students Who Are Exhibiting Threatening Behaviors conducted by Douglas Bell (2017) found that only 48.3% of the institutions with a threat assessment and management team reported that their team received threat assessment training or professional development. As well, a 2008 study found that only 36% of campuses test their emergency response plans (Rasmussen & Johnson, 2008). These trainings and plan implementation drills can take multiple forms, including classroom lectures, scenario-based exercises, and discussions during meetings. Each training and the participants in attendance should be documented for Clery Act compliance purposes (Richter, 2014).

The team also plays a role in training and educating faculty and staff. The team has a responsibility to academic units and other reporting sources to develop a "culture of care" through training faculty on how to identify, document their observations, and support students of concern (Bennett, 2015; Eells & Rockland-Miller, 2010). When educating faculty, the team should stress the importance of the role faculty play in providing information to the team. Harwood (2008) states, "officials should stress that students and faculty who pass along concerns, however small, may help save lives" (p. 70). In addition to training members of the team and faculty, it is recommended that "private information holders should be trained regarding the limits of legal privacy and be familiar with the circumstances under which information can be shared" (Fox & Savage, 2009, p. 1472).

Lastly, in relation to training and education the campus has a responsibility to extend their training to the greater campus community. Educating and training the students, faculty, and staff about the mass notification systems utilized on campus is a responsibility of institutions that was outlined in the Report of the Review Panel from the mass shooting at Virginia Tech (Executive Summary, 2008; Fox & Savage, 2009; Massengill et al., 2007). Many institutions utilize mass notification systems to alert the campus community for a variety of emergency and potentially threatening situations.

On an annual basis, the greater campus community should receive training so they know what to do if a notification was disseminated. Once the immediate notification has been disseminated, campuses should send follow up with more detailed information (Executive Summary, 2008). If students, faculty, and staff do not know these notification systems exist or what actions they should take when a notification is disseminated, these systems have limited effectiveness (Fox & Savage, 2009). Institutions are choosing to

educate and train their campus communities through public education campaigns on their emergency response procedures through a variety of formats including new student and faculty orientation sessions, posters, mailers, email, webpages, and active shooter or survival videos (2009; Harwood, 2008).

Conclusion

Threat assessment and management teams started becoming more common on college and university campuses in 2007 after the shooting at Virginia Tech. Although teams are a part of many institutions of higher education today, the purpose and mission of these teams vary based on the culture and need of the particular institution. It is important that teams remember their purpose is rooted in violence prevention and threat reduction. For teams to function effectively and efficiently they should be multidisciplinary with representatives from across the institution. The team should also strategically choose a leader that is dedicated to threat assessment.

Lastly, the team must understand the considerations that should be given when evaluating threat. These considerations consist of understanding mental health concerns related to college students and how mental health can influence threat to self or others, knowing the legal implications and laws protecting information sharing and student privacy, and being able to navigate the threat assessment and management process. The mission of these teams is not to punish people; the focus is on helping people. Everything the team does and each decision the team makes should reflect the team's purpose of preventing violence.

CHAPTER 3: METHODOLOGY

Research Design

This chapter outlines the research design for the study and includes an overview of the modified Delphi technique that will be utilized to answer the research question: To what extent is there consensus among a modified Delphi panel of experts, in identifying the competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System? The modified Delphi technique is a research method used to "generate ideas and facilitate agreement among experts in a particular field through a series of questionnaires or surveys in which they anonymously and iteratively express opinions based on emerging agreement and consensus" (Puig & Adams, 2018, p. 480).

Characteristics of a Modified Delphi

There are four main characteristics that define the modified Delphi technique. The first characteristic is the confidentiality of study participants. The identity of the panel of experts is concealed to enhance the quality of responses and to prevent pressure or influence among experts. The second characteristic is that the technique is an iterative process with multiple survey rounds in order to generate consensus. The third characteristic is that the technique provides controlled feedback. The feedback from each survey round is shared with the panel of experts in order to allow the panel members to reflect on their opinions and refine their opinions for future rounds to move toward consensus. The fourth and final characteristic is the use of statistical analysis techniques used for data analysis. The modified Delphi uses statistical analysis techniques to "reduces the potential of group pressure for conformity" (Dalkey, 1969, p. 414) and allows for an "objective and impartial analysis and

summarization of the collected data" (Hsu & Sandford, 2007, p.2).

Modified Delphi Procedure

According to the *SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*, the modified Delphi technique has four phases. The four phases are:

"(1) expert panel members are selected to respond to an open-ended questionnaire, informed by extensive literature review, to gather their opinions about a specific topic or area of focus, (2) the input from each content expert is recorded to grasp group perceptions about the topic, (3) researchers further investigate expert views via a follow-up survey, and (4) researchers review all information after the experts have analyzed preliminary data and provided input" (Puig & Adams, 2007, p.480).

These phases are consistent across the literature regarding how to conduct the modified Delphi technique. There is discrepancy in the literature regarding the size of a panel of experts and there is not an established standard for panel size (Avella, 2016). Akins, Tolson, & Cole (2005) note, "there is a lack of agreement around the expert sample size and no criteria against which a sample size choice could be judged" (p. 2). Although there is not an established standard size for the panel, the most common recommendation is to have between 15 and 20 experts on the panel (Ludwig, 1997). As well, there is discrepancy regarding the number of required rounds of surveys; however, it is commonly accepted that three iterations are generally sufficient to reach consensus and that there is a minimum requirement of two rounds (Hsu & Sandford, 2007; Thangaratinam & Redman, 2005).

Critiques and Benefits of the Modified Delphi

Critiques. There are several critiques of the modified Delphi technique. Critiques of note include the potential for bias, unclear guidelines for panel size, and time required to

complete the technique. The technique relies on a panel of experts; which introduces the potential for researcher bias in both the selection of panelist and panelist to have bias in their perspective. Another critique related to the panel has to do with panel attrition. There is a likelihood that panel members may withdraw during the course of the study due to the time-consuming nature of an iterative survey process.

Benefits. The main benefits or advantages of the modified Delphi technique is the confidentially of the participants. The identities of the panel of experts are kept private from all parties, except the researcher. The confidentiality among the panelist opinions and viewpoints can reduce the effects of personalities (i.e.: dominant individuals), eliminates manipulation and coercion to shift viewpoints, and removes effects of an individual's status or role (Hsu & Sandford, 2007; Thangaratinam & Redman, 2005).

<div align="center">**Sample**</div>

Sampling Method

The participant selection for this study is a purposeful sampling. Creswell (2014), states a purposeful participant selection is the selection of "participants that will best help the researcher understand the problem and the research question" (p. 189). Modified Delphi studies utilize surveys for their sampling method. "A survey design provides a qualitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (p. 155). The interpretation of survey results for quantitative research means the "researcher draws conclusions from the results for the research questions, hypothesis, and the larger meaning of the results" (p. 163). The modified Delphi method utilizes surveys as the preferred sampling method due the advantages of participant confidentially (Hsu & Sandford, 2007). For this study, the researcher will utilize an online survey tool, Qualtrics, to

conduct both rounds of the modified Delphi. By using an online survey, the participants are

not aware of who the other survey participants are or the direct survey responses from other

participants. Using an online data collection tool to administer the survey is convenience for

the participants (Creswell, 2014). Online surveys allow participants to complete the survey

when it is convent for them, eliminates any travel time associated with in person surveys, and

allows for participant confidentiality.

Respondents

There were sixteen participants invited to participate in the study to serve as subject

matter experts. However, of the sixteen participants invited to serve as experts, only five

agreed to participate in the study. The five respondents formed a panel of experts. The

researcher selected each of the participants due to their role and experience working with

threat assessment and management teams within the University of North Carolina System.

Each of the five participants serves as the Chair of their institution's threat assessment and

management team within the University of North Carolina System.

For consistency purposes, the seventeenth institution within the University of North

Carolina System, NC School of Science and Mathematics, was not included in this study.

The Chair of the threat assessment and management team at NC School of Science and

Mathematics was not invited to participate in the study because this institution is the only

high school within the System. Each of the other sixteen institutions in the University of

North Carolina System are universities.

<div align="center">

Instrumentation

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A modified two-round Delphi was administered in place of the traditional three round

Delphi Technique. In a traditional Delphi, round one is utilized as an opportunity for the

panel of experts to create the content for the decision points that will be rated in rounds two and three (Schmidt, 1997). For this study, the researcher completed a content analysis in place of the traditional round-one survey; which included a thorough review of literature and professional organizations related to threat assessment and management teams. The content analysis produced the content and decision points that participants rated in the two survey rounds.

The researcher chose the modified two-round Delphi study over a traditional Delphi study, due to the advantages of a content analysis. Results of a content analysis provide a quantitative method of analysis that is systematic, objective and designed to describe the context of information using a particular process to make valid inferences (Fraenkel, Wallen, & Hyun, 2012). As well, a modified two-round Delphi reduces the burden placed on study participants. Asking participants to complete three-rounds of surveys, each lasting approximately 30 minutes over the course of ten-weeks, is not practical for participants who are full-time practitioners and response rates would likely suffer. Lastly, the modified two-round Delphi reduces the number of weeks required to complete the study and therefore participants can be complete the study within one academic semester.

The researcher conducted a content analysis by completing a thorough review of literature related to threat assessment and management teams and higher education professional organizations that have functions related to the work of threat assessment and management teams. The researcher reviewed the professional organizations including the American College Counseling Association (ACA), Association for Student Conduct Administration (ASCA), Association for Threat Assessment Professionals (ATAP), International Association of Campus Law Enforcement Administrators (IACLEA), National

Behavioral Intervention Team Association (NaBITA), College Student Educators

International (ACPA), Student Affairs Professionals in Higher Education (NASPA). These

organizations were reviewed because they either focus on threat assessment and management

or are an organization that serves a population that is represented on threat assessment and

management teams (i.e.: police/public safety commonly serve on teams, their professional

organization is International Association of Campus Law Enforcement Administrators). The

determination regarding whether or not the organization has competencies related to threat

assessment and management teams was based on the review of literature conducted by the

researcher. In order for the researcher to consider a competency relevant to threat assessment

and management, the competency or theme must have appeared in the literature.

Role of the Researcher

The researcher is qualified to conduct the content analysis because of their knowledge

of threat assessment and management literature and professional experiences associated with

campus threat assessment and management. The researcher has four years of experience

serving as the chair of a pre-admission threat assessment team within the University of North

Carolina System and currently serves as the case manager for a threat assessment and

management team within the University of North Carolina System. As well, the research has

completed multiple threat assessment and management-training programs. Most recently, the

researcher completed training with the North Carolina State Bureau of Investigation focused

on threat management.

Data Collection

The University of North Carolina System agreed to administer the survey on behalf of

the researcher. Brent Herron, Associate Vice President of Campus Safety and Emergency

Operations, emailed the participants the initial round one email containing an introductory letter written by the researcher with an invitation to participate in the survey, language regarding voluntary participation, outlining confidentiality in reported results, and a link to the online survey; which included informed consent documentation. A reminder email was sent one week after Mr. Herron sent the email for the first survey. Three weeks from the initial email, Mr. Herron emailed participants an invitation letter written by the researcher to participate in round two. A reminder email was sent one week after Mr. Herron sent the email for the second survey. In exchange for administering the study, the University of North Carolina System ask for the results of the study be shared with them at the conclusion of the study. Results will be shared with the University of North Carolina System, specifically with Mr. Herron, after final Electronic Thesis and Dissertation (ETD) submission.

During round one of the study, the panel of experts had two weeks to rate the level of relevancy for each competencies in terms of how the competency related to threat assessment and management teams. The competencies included within round one of the study were determined based on the results of the content analysis. The rating scale for each competency is a likert scale from zero (low level of relevancy) to ten (high level of relevancy) (Krosnick & Fabrigar, 1997). The panelist rated the relevancy of each competency to threat assessment and management teams. The determination to use a likert scale with more than eight options for assessing participant agreement was based on Carifio and Perla's (2007) recommendation that a scale of eight is the minimum "measurement scale on which one obtains the required reliability and validity needed to be able to use, analyze and interpret the data collected" (p. 108). The panelist were then asked to, define what each competency meant to them, as it related to threat assessment and management teams. Lastly, panelist had the option to write-

in any additional competencies they found relevant to threat assessment and management teams.

Data from round one informed the construction of the round two survey. During round two of the study, the panel of experts had two weeks to review and reflect on the definitions provided by panelist in round one, then the panelist were asked to how they define each competency as it related to threat assessment and management teams. The panelist then rated the level of relevancy of each competency to threat assessment and management teams using the same likert scale from zero (low level of relevancy) to ten (high level of relevancy). The purpose of the round two survey is to allow the participants to, anonymously adjust their ratings, as appropriate, after reviewing the opinions of other participants, in order to move toward panel consensus.
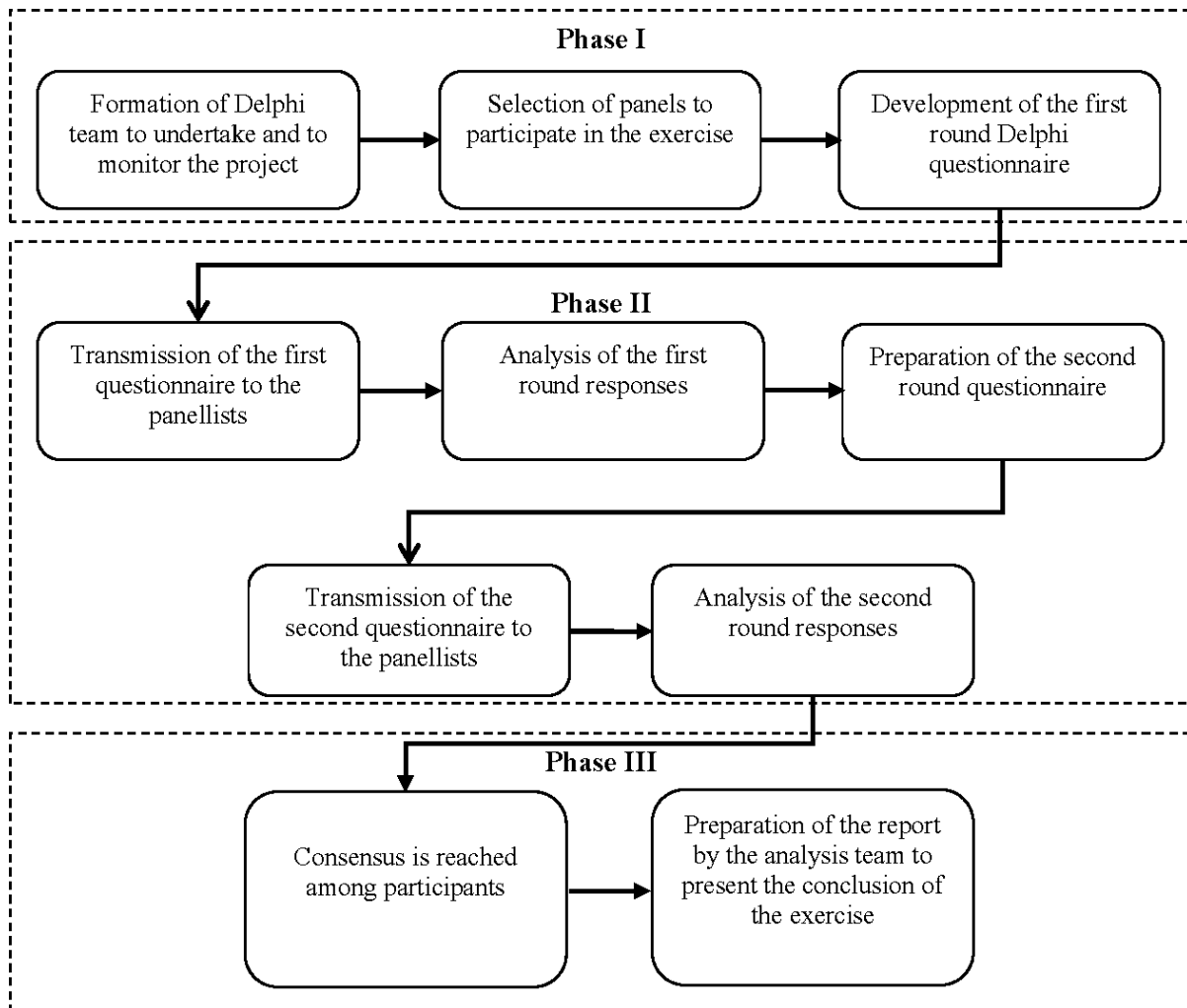
Figure 3. Illustration of a modified Delphi Study with two-rounds by N. Amira, M. Saffie, Nur 'Amirah Mohd Shukor, and Khairul A. Rasmani (2016).

Data Analysis

Modified Delphi study results are analyzed using descriptive analysis. The descriptive statistics that are analyzed are the mean, standard deviation, and coefficient of variation (CV) for each of the panel's competency ratings. This analysis is conducted to determine if and when census has been reached. For the purposes of this modified two-round Delphi study, final consensus was assessed at the conclusion of the second survey round.

At the conclusion of each survey round, the researcher utilized the statistical software program, Statistical Package for Social Sciences (SPSS), to run the descriptive analysis for

the mean, standard deviation, and coefficient of variation for each competency. Table 3, located below, outlines the decision rules for determining consensus using the coefficient of variation. Based on this decision rule, once the data analysis is complete, any competencies with a coefficient of variation less than 0.50 will have reached consensus among the panel (English & Kernan, 1976, p. 6).

Table 3.

Coefficient of Variation and Consensus

Coefficient of Variation	Decision Rule
$0 < CV \leq 0.5$	Good degree of consensus. No need for additional round.
$0.5 < CV \leq 0.8$	Less than a satisfactory degree of consensus. Possible need for an additional round.
$CV \geq 0.8$	Poor degree of consensus. Definite need for an additional round.

Note. Recreated from *The Prediction of Air Travel and Aircraft Technology to the Year 2000 Using the Delphi Method* by English, J., & Kernan, G. L. (1976).

Ethics

The researcher sought approval through the Institutional Review Board (IRB) at North Carolina State University prior to research study implementation. Prior to study participation, each of the participants were informed of the purpose of the study, their voluntary participation and right to withdraw from the research, and how results of the study will be reported. All reported findings are reported confidentially and as an aggregate representation of the panel's perspective rather than individual opinions.

CHAPTER 4: FINDINGS

Introduction

This chapter provides the findings of the modified Delphi research study, in order to determine the competencies needed for threat assessment and management teams and to what extent there is consensus among a panel of experts regarding the competencies needed at four-year public institutions within the University of North Carolina System. The results of the study include the competencies identified from a content analysis and data from surveys with the panel of experts. For this study, two rounds of surveys were completed in order to assess consensus. The decision rule for this study is that any competency with a coefficient of variation less than 0.50 will have reached consensus among the panel of experts (English & Kernan, 1976, p. 6).

Research Questions

The focus of this study was to determine the competencies associated with threat assessment and management teams. In order to identify the competencies, a panel of experts, five threat assessment and management team Chairs from the University of North Carolina System, complete a modified Delphi so that the researcher could answer the below questions. Research Question One: What competencies are identified in the literature related to threat assessment and management teams?

Research Question Two: To what extent is there consensus among a modified Delphi panel of experts, in identifying the competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System?

Results by Research Question

Research Question One

The first research question is, What competencies are identified in the literature related to threat assessment and management teams? In order to answer this research question, the researcher conducted a content analysis of the literature. The content analyses included literature related to higher education competencies, campus threat assessment and management teams, threat assessment, professional organizations, and mental health in college students. The content analysis of the literature produced five main themes that tied into thirteen professional organization competencies. Table 4 outlines where each of the thirteen competencies falls in regards to the five main threat assessment and management themes.

Table 4.

Threat Assessment and Management Competencies by Theme

Competencies	Team Structure	Mental Health	Legal	Assess Threat	General Practices
Assessment & Evaluation				X	X
Communication	X		X		
Cultural Humility & Social Justice			X		X
Ethics & Professional Integrity	X		X		X
Information Gathering		X	X	X	X
Interpretation of Information				X	X
Knowledge of Laws & Mandates			X		
Knowledge of Mental Health Factors		X			

Table 4 (continued).

Knowledge of Policies & Procedures	X	X	X	X
Literacy Across Disciplines	X		X	
Relationship Building	X			
Use of Technology			X	X
Use of Threat Assessment Tools & Models			X	X

Note. The main themes emerged from a review of literature related to threat assessment and management teams.

In order for a competency to be considered for this study, the competency must be represented in the literature and fall within one of the five main themes from the content analysis. The emerging threat assessment and management themes from the literature include team structure, mental health trends, legal implications, the act of assessing threat, and general threat assessment and management practices. Table 5 outlines competencies established by professional organizations that are representative of the threat assessment and management literature.

Table 5.

Threat Assessment and Management Competencies by Organization

Competencies	NASPA/ACPA	ASCA	ATAP
Assessment & Evaluation	X		
Communication			X
Cultural Humility & Social Justice	X	X	
Ethics & Professional Integrity	X	X	X
Information Gathering			X
Interpretation of Information			X
Knowledge of Laws & Mandates	X	X	X
Knowledge of Mental Health Factors			X
Knowledge of Policies & Procedures		X	
Literacy Across Disciplines			X

Table 5 (continued).

Relationship Building		X
Use of Technology	X	
Use of Threat Assessment Tools & Models		X

Note. ACPA stands for College Student Educators International, NASPA stands for Student Affairs Administrators in Higher Education, ASCA stands for the Association for Student Conduct Administration, and ATAP stands for the Association of Threat Assessment Professionals.

The competencies selected for this study, were established by the College Student Educators International (ACPA)/ Student Affairs Administrators in Higher Education (NASPA), the Association for Student Conduct Administration (ASCA), and the Association of Threat Assessment Professionals (ATAP). Each of the selected competencies is represented in the literature and within one of the five main threat assessment and management themes from the content analysis.

Research Question Two

The second research question is, To what extent is there consensus among a modified Delphi panel of experts, in identifying the competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System? In order for the researcher to answer this question, the researcher conducted a modified Delphi study. The modified Delphi utilized a threat assessment and management content analysis and two rounds of surveys with a panel of experts. The panel of experts consisted of threat assessment and management Chairs from five of the sixteen four-year public institutions within the University of North Carolina System. In order for there to be consensus among the panel, this study required a coefficient of variation less than 0.50 as the decision rule.

Survey Results from Round One. During round one of the survey, participants were

asked to rate the level of relevancy for each competencies in terms of how the competency related to threat assessment and management teams. The competencies included within round one of the study were determined based on the results of the content analysis competed by the researcher. The rating scale for each competency was a likert scale from zero (low level of relevancy) to ten (high level of relevancy) (Krosnick & Fabrigar, 1997).

The response rate for the first round survey was 31.3% (n=5). The five respondents geographically represent institutions in the eastern, western, southern, and piedmont-triad regions of North Carolina. Additionally the respondents represent various institution sizes, including one small institution (<5,000), one medium institution (5,000-20,000), and three large institutions (>20,000).

During survey round one, participants had the opportunity to write-in any additional competencies they believed to be relevant to threat assessment and management teams. One participant choose to add the competency "Generational Fluency". This competency was added to the list of competencies for participants to rate in survey two. Table 6 shows the results from the first round of surveys.

Table 6.

Survey Results from Round One

	Mean	SD	CV
Assessment & Evaluation	9.60	0.89	0.09
Communication	9.60	0.55	0.06
Cultural Humility & Social Justice	8.20	1.64	0.20
Ethics & Professional Integrity	9.80	0.45	0.05
Information Gathering	9.80	0.45	0.05
Interpretation of Information	9.60	0.89	0.09
Knowledge of Laws & Mandates	9.40	1.34	0.14
Knowledge of Mental Health Factors	9.20	1.10	0.12
Knowledge of Policies & Procedures	9.60	0.55	0.06
Literacy Across Disciplines	8.60	1.67	0.19
Relationship Building	9.20	0.84	0.09

Table 6 (continued).

Use of Technology	7.20	1.30	0.18
Use of Threat Assessment Tools & Models	9.20	1.10	0.12

Note. SD stands for Standard Deviation and CV stands for the Coefficient of Variation

Ten of the thirteen competencies received mean ratings of 9.00 or above, meaning the panel of experts rated ten competencies as being on the higher side of the rating scale. The ten competencies that were rated with a score close to "high level of relevancy" to threat assessment and management teams are "Ethics & Professional Integrity" (M=9.80, SD=0.45), "Information Gathering" (M=9.80, SD=0.45), "Communication" (M=9.60, SD=0.55), "Knowledge of Policies & Procedures" (M=9.60, SD=0.55), "Assessment & Evaluation" (M=9.60, SD=0.89), "Interpretation of Information" (M=9.60, SD=0.89), "Knowledge of Laws & Mandates" (M=9.40, SD=1.34), "Relationship Building" (M=9.20, SD=0.84), "Knowledge of Mental Health Factors" (M=9.20, SD=1.10), and "Use of Threat Assessment and Management Tools & Models" (M=9.20, SD=1.10). The three remaining competencies were rated with a mean between 7.00 and 8.99; which is on the lower end of "high level of relevancy". These three competencies are "Literacy Across Disciplines" (M=8.60, SD=1.67), "Cultural Humility & Social Justice" (M=8.20, SD=1.64), and "Use of Technology" (M=7.20, SD=1.30).

The lowest coefficient of variation were for the competencies "Ethics & Professional Integrity" and "Information Gathering" with means of 9.80 (SD=0.45) and coefficient of variations of 0.05. The highest coefficient of variation was for the competency "Cultural Humility & Social Justice" with a mean of 8.20 (SD=1.64) and coefficient of variation of 0.20. For each of the thirteen competencies, the coefficient of variation was less than 0.50, meaning consensus was reached among the panel of experts for all competencies in the

survey.

Survey Results from Round Two. The panel of experts reached consensus for each of the thirteen competencies at the conclusion of round one. The second survey was completed because the researcher proposed a modified two-round Delphi methodology during the dissertation proposal; which was agreed upon by the researcher's dissertation committee.

During round two of the study, participants rated the level of relevancy for each competency to threat assessment and management teams, using the same likert scale from survey one. In survey round one, participants provided definitions for each competency. During the second survey, participants reflected on the definitions prior to rating each competencies. Definitions were presented for reflection as a collection. Round two provided the participants an opportunity to reflect and make changes to their ratings, as needed.

The response rate from the panel of five for the second round survey was 80.0% (n=4). Table 7 shows the results from the second survey round.

Table 7.

Survey Results from Round Two

	Mean	SD	CV
Assessment & Evaluation	8.25	1.26	0.15
Communication	9.50	0.58	0.06
Cultural Humility & Social Justice	8.25	2.36	0.29
Ethics & Professional Integrity	9.00	1.15	0.13
Information Gathering	9.25	1.50	0.16
Interpretation of Information	8.75	1.89	0.22
Knowledge of Laws & Mandates	8.75	1.50	0.17
Knowledge of Mental Health Factors	9.00	1.15	0.13
Knowledge of Policies & Procedures	9.25	0.96	0.10
Literacy Across Disciplines	8.50	1.73	0.20
Relationship Building	9.50	1.00	0.11
Use of Technology	9.50	0.58	0.06

Table 7 (continued).

Use of Threat Assessment Tools & Models	9.25	0.50	0.05
Generational Fluency	7.67	1.53	0.20

Note. SD stands for Standard Deviation and CV stands for the Coefficient of Variation

Eight of the fourteen competencies received mean ratings of 9.00 or above, meaning

the panel of experts rated eight competencies as being on the higher side of the rating scale.

The eight competencies that were rated with a score close to "high level of relevancy" to

threat assessment and management teams are "Communication" (M=9.50, SD=0.58), "Use of

Technology" (M=9.50, SD=0.58), "Relationship Building" (M=9.50, SD=1.00), "Use of

Threat Assessment and Management Tools & Models" (M=9.25, SD=0.20), "Knowledge of

Policies & Procedures" (M=9.25, SD=0.96), "Information Gathering" (M=9.25, SD=1.50),

"Ethics & Professional Integrity" (M=9.00, SD=1.15), and "Knowledge of Mental Health

Factors" (M=9.00, SD=1.15). The six remaining competencies were rated with a mean

between 7.00 and 8.99; which is on the lower end of "high level of relevancy". These six

competencies are "Knowledge of Laws & Mandates" (M=8.75, SD=1.50), "Interpretation of

Information" (M=8.75, SD=1.89), "Literacy Across Disciplines" (M=8.50, SD=1.73),

"Assessment & Evaluation" (M=8.25, SD=1.26), "Cultural Humility & Social Justice"

(M=8.25, SD=2.36), and "Generational Fluency" (M= 7.67, SD=1.53).

The lowest coefficient of variation was for the competency "use of Threat

Assessment Tools & Models" with a mean of 9.25 (SD=0.50) and coefficient of variations of

0.05. The highest coefficient of variations were for the competencies "Cultural Humility &

Social Justice" with a mean of 8.25 (SD=2.36) and coefficient of variations of 0.29. For each

of the fourteen competencies, the coefficient of variation was less than 0.50, meaning

consensus was reached among the panel of experts for all competencies in the survey round.

Study Stability. Decision criteria developed by Dajani, Sincoff, & Talley (1979) and Scheibe, Skutsch, & Schofer (1975) was used to measure study stability between rounds. To measure study stability, the percent change in the mean, median, and mode between survey round one and survey round two was calculated. Analyses of these calculations confirm study stability between the two rounds (change in mean= 7.00%; median = 9.80%; mode = 12.48%), with all three descriptive statistical results measuring less than 15%. Table 8 provides individual stability measurements for the each of the competencies, demonstrating the stability of the study.

Table 8.

Instrument Stability Measures of Mean, Median, and Mode between Rounds

	Mean	Median	Mode	% Δ Mean	% Δ Median	% Δ Mode
Assessment & Evaluation						
Round 1	9.60	10.00	10.00	14.06	20.00	20.00
Round 2	8.25	8.00	8.00			
Communication						
Round 1	9.60	10.00	10.00	1.04	5.00	10.00
Round 2	9.50	9.50	9.00			
Cultural Humility & Social Justice						
Round 1	8.20	9.00	9.00	3.66	0.00	11.11
Round 2	8.25	9.00	10.00			
Ethics & Professional Integrity						
Round 1	9.80	10.00	10.00	8.16	10.00	20.00
Round 2	9.00	9.00	8.00			
Information Gathering						
Round 1	9.80	10.00	10.00	5.61	0.00	0.00
Round 2	9.25	10.00	10.00			
Interpretation of Information						
Round 1	9.60	10.00	10.00	8.85	5.00	0.00
Round 2	8.75	9.50	10.00			
Knowledge of Laws & Mandates						
Round 1	9.40	10.00	10.00	6.91	10.00	0.00

Table 8 (continued).

Round 2	8.75	9.00	10.00			
Knowledge of Mental Health Factors						
Round 1	9.20	10.00	10.00	2.17	10.00	20.00
Round 2	9.00	9.00	8.00			
Knowledge of Policies & Procedures						
Round 1	9.60	10.00	10.00	3.65	5.00	0.00
Round 2	9.25	9.50	10.00			
Literacy Across Disciplines						
Round 1	8.60	9.00	10.00	1.16	5.56	30.00
Round 2	8.50	8.50	7.00			
Relationship Building						
Round 1	9.20	9.00	9.00	3.26	11.11	11.11
Round 2	9.50	10.00	10.00			
Use of Technology						
Round 1	7.20	7.00	6.00	31.94	35.71	50.00
Round 2	9.50	9.50	9.00			
Use of Threat Assessment Tools & Models						
Round 1	9.20	10.00	10.00	0.54	10.00	10.00
Round 2	9.25	9.00	9.00			

Note: Generational Fluency was not included in this table because that competency was not a part of both survey rounds.

Chapter Summary

This chapter presented the findings from the modified Delphi study. The research study sought to identify the competencies needed for threat assessment and management teams. A content analysis found that there were five main themes for threat assessment and management teams and thirteen competencies related to these teams. As well, the study utilized surveys to determine to what extent there was consensus among a modified Delphi panel of experts, in identifying the competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System. Using the coefficient of variation, the results of the study found that of the thirteen

competencies, the panel reached consensus on each competency.

CHAPTER 5: CONCLUSIONS

This chapter includes a summary of the research questions for the study, an overview of chapters one through five, conclusions and discussion about the results of each question, limitations of the study, implications for practice and research, and recommendations for future research.

Research Questions

This study focused on two research questions in order to determine the competencies associated with threat assessment and management teams at four-year public institutions within the University of North Carolina System. The first research question concentrated on identifying threat assessment and management team competencies from the literature to answer the question, what competencies are identified in the literature related to threat assessment and management teams. The second question assessed consensus among a panel of experts to answer the question, to what extent is there consensus among a modified Delphi panel of experts, in identifying the competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System.

Chapter Summaries

Chapter one established the foundation of the study by introducing the topic of threat assessment and management teams, the problem and purpose statements, and the theoretical and conceptual frameworks for the study. As well, chapter one introduced the research questions answered during the study, established the significance of the study, outlined limitations and delimitations, defined terms for the study, and shared how the study would be organized.

Chapter two presented an extensive literature review, including a through introduction of threat assessment and management teams and competencies. The literature review provides an overview of how competencies relate to threat assessment and management teams, how teams are structured with their membership and leadership, considerations teams must make when assessing threat, a detailed overview of the threat assessment and management process, and training for team members. This chapter explored two considerations that teams must be mindful of when assessing threat. These considerations are mental health considerations and the legal implications associated with their work. As well, this chapter outlined the steps in the threat assessment and management process as identifying individuals of concern, conducting an initial screening and full inquiry, answering key inquiry questions and making the assessment, developing and implementing a plan, and monitoring the plan, referring, and following up.

Chapter three outlined the methodology for the study, introducing the modified Delphi technique used for this study. This chapter detailed the research design of the modified Delphi; including characteristics, procedures, and critiques and benefits of a modified Delphi. The sampling method, instrumentation, data collection, and data analyzation were presented in this chapter.

Chapter four discussed the findings from the research study, using the data produced during the content analysis and literature review and two survey rounds. This chapter summarized and provided results for each of the two research questions. The results included an evaluation of the data from both survey rounds and a detailed look at the mean, standard deviation, and coefficient of variation for each competency in the study.

Chapter five presented a summary of the research questions, an overview of chapters one through five, conclusions and discussion, study limitations, implications for practice and research, and recommendations for future research.

Conclusions and Discussion

The main purpose of this study was to identify the competencies need for threat assessment and management teams at four-year public institutions within the University of North Carolina System. This study used literature regarding competencies, threat assessment, and threat assessment and management teams in order to identify competencies related to threat assessment and management teams. As well, this study utilized Chairs of the threat assessment and management teams from five institutions within the University of North Carolina System to serve as a panel of experts. The panel of experts had the opportunity to participate in a modified Delphi study. The study asked the panel of experts to rate each competency's level of relevancy to threat assessment and management teams, in order to assess consensus among the panel.

Research Question One

What competencies are identified in the literature related to threat assessment and management teams?

In regards to competencies identified in the literature related to threat assessment and management teams, the researcher conducted a content analysis. The content analysis produced five main themes from the literature. The five themes related to threat assessment and management teams are team structure, mental health trends, legal implications, the act of assessing threat, and general threat assessment and management practices. These five themes are representative of the thirteen competencies that were also identified as a result of the

content analysis. The content analysis produced thirteen competencies related to threat assessment and management. These thirteen competencies are Assessment & Evaluation, Communication, Cultural Humility & Social Justice, Ethics & Professional Integrity, Information Gathering, Interpretation of Information, Knowledge of Laws & Mandates, Knowledge of Mental Health Factors, Knowledge of Policies & Procedures, Literacy Across Disciplines, Relationship Building, Use of Technology, and Use of Threat Assessment Tools & Models.

When the researcher was conducting the content analysis on threat assessment and management teams, it became clear that while there is literature, although limited, related to threat assessment and management teams in general, there is almost no existing research or literature regarding competencies specific to threat assessment and management teams. There is a void in literature related to the skills, competencies, and trainings needed or associated with these teams. As well, much of the literature on the topic of threat assessment and management teams is older, representative of the time passed since threat assessment and management teams were formally introduced to higher education, after the 2007 and 2008 campus shootings at Virginia Tech and Northern Illinois University.

Research Question Two

To what extent is there consensus among a modified Delphi panel of experts, in identifying the competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System.

To answer this research question, the researcher conducted a modified Delphi study with a panel of experts. The panel of experts were asked to rate the level of relevancy for each competencies in terms of how the competency related to threat assessment and

management teams. The results of the modified Delphi study found that the panel reached consensus on each of the thirteen competencies. As well, during survey round two, the panel reached consensus on the fourteenth competency, generational fluency, which was added by a participant during survey round one. For this study, the decision making rule for consensus was a coefficient of variation less than 0.50.

Findings from survey one and two produced seven competencies that had a mean score close to "high level of relevancy", mean rating of 9.00 or above, during both survey rounds. These seven competencies are Communication, Ethics & Professional Integrity, Information Gathering, Knowledge of Mental Health Factors, Knowledge of Policies & Procedures, Relationship Building, and Use of Threat Assessment Tools & Models. Four of the competencies, had mean score close to "high level of relevancy" mean rating of 9.00 or above, for only one of the two survey rounds. These four competencies are Assessment & Evaluation, Interpretation of Information, Knowledge of Laws & Mandates, and Use of Technology fluctuated between rounds. Lastly, two competencies consistently had mean scores that with mid-to-high mean scores; mean panel rating of 7.00 to 8.99, between the two survey rounds. These competencies are Cultural Humility & Social Justice and Literacy Across Disciplines; including Generational Fluency.

For this research question, it can be concluded that there are seven competencies needed for threat assessment and management teams at four-year public institutions within the University of North Carolina System. These seven competencies are Communication, Ethics & Professional Integrity, Information Gathering, Knowledge of Mental Health Factors, Knowledge of Policies & Procedures, Relationship Building, and Use of Threat Assessment Tools & Models.

Limitations

There are several limitations of this study. The first limitation is due to the nature of the modified Delphi technique. The modified Delphi methodology is limiting and purposeful in its participant selection and sampling method. A modified Delphi study requires a panel of experts to serve as study participants. Based on the expertise level needed by the panel of experts, the modified Delphi technique generally has smaller participant sizes than other research methodologies. Due to the scope of the study and expertise required, the population for this study was limited to the sixteen individuals who serve as the Chair of a threat assessment and management team at one of the sixteen four-year public institutions within the University of North Carolina System.

As well, the modified Delphi technique is an iterative methodology, requiring multiple rounds of surveys. This requirement can negatively affect the response rate and result in a decline in continued participant participation throughout the duration of the study. A modified Delphi study requires participants to dedicate time to the study multiple times over a several week period. The researcher believes this time requirement during a busy spring semester, in which participants were traveling for conferences, limited the response rate.

Implications for Practice and Research

Implications for Practice

This study resulted in multiple implications for practice; including System wide implications, institutional implications, and implications specific to threat assessment and management teams.

Implication for practice #1. This study found that threat assessment and management teams exist on the majority of higher education campuses, but as of 2017, approximately 51% of teams do not receive training or professional development (Bell, 2017). This study shows the need for more attention to be given to the skill and knowledge development of these teams, and provides a foundation for a much needed body of work identifying and discussing competencies needed for these teams to be successful in their work.

Implication for practice #2. The study established multiple competencies as being relevant to theat assessment and management teams for four-year public institutions within the University of North Carolina System. This study and these competencies contribute to the knowledge base for the System office, to assist in advacing toward their goal of having a structured and wholistic System perspective to assessing and managing campus threats. The System office wants to restucture their training offerings, and develop a training curriculim for teams that can be built upon annually. Although additional research is needed, this study can serve as a starting-point as they determine what additional information and data is needed to determine the areas of focus needed in their training curriculim.

Implication for practice #3. The research study highlighted the importance of the role these teams play on campus and the expectation that all institutions of higher education have a team. Additionally, the literature emphasised the considerations that must be made for mental health and legal implications. In a time of dwendiling higher education budgets and resources, this study provides support for teams having proper resources in order to be able to effectively assess and manage threat. This study highlights the need to have educated professional mental health staff members on campus. As well, the need for teams, or at least

the Chair of the team, to have access to a legal council that understands the nuances of the work these teams do and supports information sharing.

Implications for Research

This study identified competencies specific to threat assessment and management teams within higher education, specifically in four-year public institutions within the University of North Carolina System.

Implication for research #1. This research adds to the existing body of research on the topic of threat assessment and management teams within the context of higher education. Prior to this study, there was a gap in the research regarding competencies associated with higher education threat assessment and management teams. This study bridges the gap between broad threat assessment competencies relevant outside of the higher education realm with the role and competencies needed for threat assessment and management teams at institutions of higher education.

Implication for research #2. The study shows how the modified Delphi technique can be applied within higher education. The modified Delphi technique can be applied to research, specifically within student affairs, when a specific level of expertise is required and consensus is needed.

Recommendations for Future Research

The recommendations outlined below are intended to add to the body of literature related to higher education threat assessment, further establish a set of competencies specific to threat assessment and management teams, and to provide research that can be implemented by teams to improve the quality of their work.

   Recommendation for future research #1. This study had a very narrow scope, focusing only on four-year public institutions within the University of North Carolina System. The researcher suggests that the study be replicated on a larger scale. Further research is needed to establish how the competencies identified in this study would compare with different institution types, such as private, for-profit, and community colleges. As well, a larger geographical representation is needed within the panel of experts before the research data could be considered applicable to higher education across the United States.

   Recommendation for future research #2. The researcher also suggest further research be done with the definitions that were produced by respondents during this study (Appendix F) to more formally define each of the competencies established from this study as having a high level of relevancy to threat assessment and management teams at four-year public institutions within the University of North Carolina System. In addition to testing and evaluating the definitions for the competencies, the researcher suggests that the research be taken a step further, and a study be conducted to establish a rubric and/or metrics associated with each of the competencies.

Chapter Summary

   This chapter includes a review of the research questions and overview of each of the previous chapters. Conclusions and discussions based on the results from each of the research questions are included within this chapter. As well, limitations of the study are provided. This chapter discusses implications for practice and implications for research. Lastly, recommendations for future research are outlined.

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APPENDICES

Appendix A.   Email regarding UNC System Office Involvement in Study

Appendix B.   Invitation to Participate In Survey Round-One

Appendix C.   Invitation to Participate In Survey Round-Two

Appendix D.   Survey Round-One

Appendix E.   Survey Round-Two

Appendix F.   Competencies Defined by Participants

APPENDIX A

Email regarding UNC System Office Involvement in Study

NC STATE

Heather Kloeker <hmkloeke@ncsu.edu>

Re: Competency Identification for Threat Assessment Teams
1 message

Heather Kloeker <hmkloeke@ncsu.edu>   Wed, Oct 31, 2018 at 9:59 AM
To: bherron@northcarolina.edu

Good Morning Brent,

Thank you so much for following up! I will reach out again once I have IRB approval and a more solid time-frame. Please let me know if you need anything from me between now and then.

Thank you,
Heather

On Wed, Oct 31, 2018 at 9:06 AM Brent T. Herron <bherron@northcarolina.edu> wrote:
> Hi Heather
> We are good to go. I got stamp of approval on my end.
> Brent
>
> Sent from my iPhone
>
> On Oct 20, 2018, at 11:01 AM, Heather Kloeker <hmkloeke@ncsu.edu> wrote:

Hello Brent,

This email is a follow-up to our phone call and outlines my research study and System Office involvement.

Research Study Overview

My research study, *Identifying Competencies for Threat Assessment and Management Teams: A Delphi Study*, focuses on the institutions within the UNC System. My study participants will be the Threat Assessment and Management Chairs from each institution. The study will be administered in two rounds of surveys, aimed to determine consensus among the Chairs as it relates to identifying the competencies needed for Threat Assessment and Management Teams. At the conclusion of the study, results will provide a list of competencies needed for Threat Assessment and Management teams as determined by the Chairs within the NC System. In the future, these competencies can be used to determine training needs and inform professional development of these teams.

System Office Involvement

My request to the System Office is related to survey administration. I ask that the System Office send the emails required for my survey (outlined below). All content of these emails will be drafted and created by myself, the researcher, in accordance with UNC State University's IRB approval. This will ensure research standards are followed and reduce burden on the System Office. At the conclusion of the research study, the results would be shared with the System Office. All results will be stripped of identifying information pertaining to the study participant and particular institutions. If there are questions the System Office is interested in having answered, I will attempt to build those questions into the research study/survey, if they fit within the research topic area.

Anticipated Timeline

- December: Researcher submits for IRB approval
- January/February: Study Implementation
  - (Email 1: January 28) Email is sent with a link to Round 1 of the study
  - (Email 2: February 4) Email is sent with a reminder to participate in Round 1
    - Round 1 closes on February 8th & data analysis occurs
  - (Email 3: February 18) Email is sent with a link to Round 2 of the study

- o (Email 4: February 25) Email is sent with a reminder to participate in Round 2
    - Round 2 closes on March 1st & data analysis occurs
- March: Results are communicated

I look forward to hearing back from you. Please let me know if you have any questions or need any additional information.

Thank you,

Heather

--
Heather Kloeker-Webster
North Carolina State University
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--
Heather Kloeker-Webster
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APPENDIX B

Invitation to Participate In Survey Round-One

Subject: Invitation to Participate in Research Study: Survey 1

Good Morning,

Please see the below email from Heather Kloeker-Webster. Heather is conducting a research study on threat assessment teams within the University of North Carolina System. This study is supported by the University of North Carolina System office. Please note, participation in this study is not a requirement of employment, and participation or lack thereof, will not affect your job. I will not have knowledge of who chooses to or not to participate in the study.

> **My name is Heather Kloeker-Webster. I am a doctoral student at North Carolina State University. I kindly request your participation in a doctoral research study I am conducting titled:** *Competency Identification for Threat Assessment and Management Teams: A Modified Delphi Study*.
>
> **You have been identified as a participant based on your role as the Chair of your institution's threat assessment and management team (i.e.: Behavioral Intervention Team (BIT), Behavioral Assessment Team (BAT), etc.). The intention of the study is to identify the competencies needed for threat assessment and management teams.**
>
> **The study involves completing two surveys over the course of the next five weeks. Each survey will take approximately 30 minutes to complete. Participation is voluntary and you may withdraw from the study at any time. To participate in the study, click the survey <u>link</u>. The first survey will close on** *March 17, 2019*.
>
> **If you choose to participate in the study by completing survey one, a link to the second survey will be emailed to you within the next three weeks.**
> **Please contact myself or Michelle Bartlett (michelle_bartlett@ncsu.edu), Dissertation Chair, with any questions you may have.**
>
> **Thank you,**
> **Heather**
> **--**
> **Heather Kloeker-Webster**
> **North Carolina State University**
> **College of Education | Doctoral Student**
> **Adult and Community College Education**
> **hmkloeke@ncsu.edu | (336) 327-4737**

Thank you,
Brent

APPENDIX C

Invitation to Participate In Survey Round-Two

Subject: Survey 2: Invitation to Participate in Research Study

Good Morning,

Thank you for participating in the research study being conducted by Heather Kloeker-Webster on threat assessment teams within the University of North Carolina System. Please see the below email for the second portion of the research study. Please note, participation in this study is not a requirement of employment, and participation or lack thereof, will not affect your job. I will not have knowledge of who chooses to or not to participate in the study.

If you did not complete the first survey regarding this research study, please disregard this message.

> **Thank you for participating in the first portion of my research study,** *Competency Identification for Threat Assessment and Management Teams: A Modified Delphi Study***. The intention of the study is to identify the competencies needed for threat assessment and management teams.**
>
> **I kindly request your participation in the second, and final, portion of the research study. The second portion of the study involves completing a survey that builds upon the first survey. This survey will take approximately 30 minutes to complete.**
>
> **To participate in the second and final portion of the study, please click the survey** <u>link</u>**. The survey will close on** *April 7, 2019***.**
>
> **Please contact myself or Michelle Bartlett (michelle_bartlett@ncsu.edu), Dissertation Chair, with any questions you may have.**
> **Thank you,**
> **Heather**
> **--**
> **Heather Kloeker-Webster**
> **North Carolina State University**
> **College of Education | Doctoral Student**
> **Adult and Community College Education**
> **hmkloeke@ncsu.edu | (336) 327-4737**

Thank you,
Brent

APPENDIX D

Survey Round-One

INFORMED CONSENT

Competency Identification for Threat Assessment and Management Teams: A Modified Delphi Study

Principal Investigator: Heather Kloeker-Webster
Faculty Sponsor: Dr. Michelle Bartlett

What are some general things you should know about research studies?
You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of this research study is to gain a better understanding of competencies needed for threat assessment and management teams within the University of North Carolina (UNC) System.

You are not guaranteed any personal benefits from being in this study. Research studies also may pose risks to those who participate. You may want to participate in this research because the results will contribute the knowledge base around threat assessment and management teams and can be interpreted to inform training.

In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above or the NC State IRB office (contact information is noted below).

What is the purpose of this study?
The purpose of the study is to identify competencies needed for threat assessment and management teams within the University of North Carolina (UNC) System.

Am I eligible to be a participant in this study?

In order to be a participant in this study you must serve as the Chair of your institution's threat assessment and management team (i.e.: Campus Behavioral Intervention Team (CBIT), Behavioral Assessment Team (BAT), Threat Assessment Team, etc.).

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to complete two-rounds of electronic surveys that will each take approximately 20 minutes. The two-rounds of electronic surveys will be sent three weeks apart. In the survey, participants will be asked to share opinions on the competencies needed for threat assessment and management teams.

Participation in this study is not a requirement of your employment, and your participation or lack thereof, will not affect your job.

Risks and Benefits

There are minimal risks associated with participation in this research. There are no direct benefits to your participation in the research. Indirect benefits include the use of the results to inform training for threat assessment and management teams.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely on a password protected NC State managed computer. Unless you give explicit permission to the contrary, no reference will be made in oral or written reports which could link you to the study. Individual data with identifiable details removed may be made available to the public as required by a professional association, journal, or funding agency. Any identifiable information collected as part of this research, will not be used or distributed for future research purposes without your consent.

What if you have questions about this study?

If you have questions at any time about the study itself or the procedures implemented in this study, you may contact the researcher, Heather Kloeker at hmkloeke@ncsu.edu.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you

may contact the NC State IRB (Institutional Review Board) Office via email at irb-director@ncsu.edu or via phone at 1.919.515.8754. You can also find out more information about research, why you would or would not want to be a research participant, questions to ask as a research participant, and more information about your rights by going to this website: http://go.ncsu.edu/research-participant

1. I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty.

○ I **do** consent to participate in this study.
○ I **do not** consent to participate in this study.

1. Please enter your first and last name.
(This information is *only* used by the researcher for the purposes of sending the second survey.)

[   ]

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For the purpose of this study, please use the below definitions:

- *Competency:* **A standard level of performance or knowledge that an individual needs for their role**

- *Threat Assessment and Management Teams:* **Multidisciplinary teams that meet to review and discuss individuals who have displayed behavior that is concerning, may pose a risk to themselves or others, or could significantly disrupt campus environment (i.e.: Campus Behavioral Intervention Team (CBIT), Behavioral Assessment Team (BAT), Threat Assessment Team, etc.)**

3. Below is a list of competencies related to threat assessment and management. **For each below competency, rate the relevancy to Threat Assessment and Management**

Teams. You will have the opportunity to write-in and weigh any competency you believe is relevant to Threat Assessment and Management Teams that is not included in the list below.
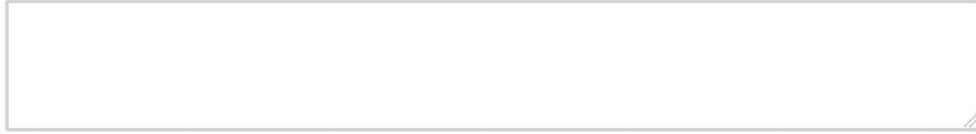
0: not relevant to 10: highly relevant

	0	1	2	3	4	5	6	7	8	9	10
Assessment & Evaluation	O	O	O	O	O	O	O	O	O	O	O
Communication	O	O	O	O	O	O	O	O	O	O	O
Cultural Humility & Social Justice	O	O	O	O	O	O	O	O	O	O	O
Ethics & Professional Integrity	O	O	O	O	O	O	O	O	O	O	O
Information Gathering	O	O	O	O	O	O	O	O	O	O	O
Interpretation of Information	O	O	O	O	O	O	O	O	O	O	O
Knowledge of Laws & Mandates	O	O	O	O	O	O	O	O	O	O	O
Knowledge of Mental Health Factors	O	O	O	O	O	O	O	O	O	O	O
Knowledge of Policies & Procedures	O	O	O	O	O	O	O	O	O	O	O
Literacy Across Disciplines	O	O	O	O	O	O	O	O	O	O	O
Relationship Building	O	O	O	O	O	O	O	O	O	O	O
Use of Technology	O	O	O	O	O	O	O	O	O	O	O
Use of Threat Assessment Tools & Models	O	O	O	O	O	O	O	O	O	O	O

4.

Assessment & Evaluation: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

5.

Communication: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

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6.

Cultural Humility & Social Justice: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

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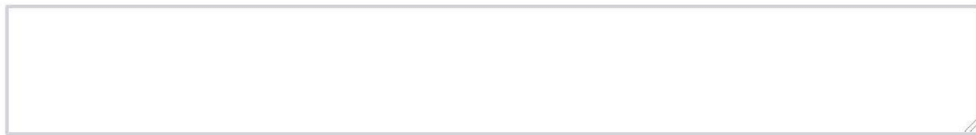
7.

Ethics & Professional Integrity: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

```
                                                                      
                                                                      
                                                                      
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8.

Information Gathering: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

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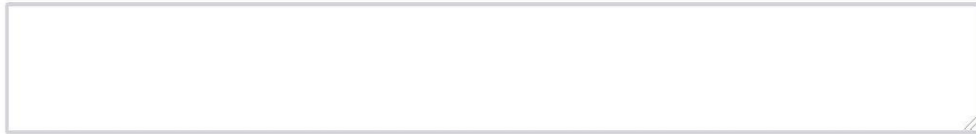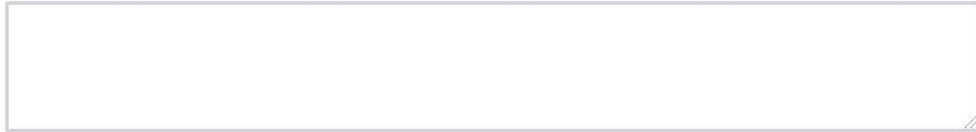
9.

Interpretation of Information: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

10.

Knowledge of Laws & Mandates: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

11.

Knowledge of Mental Health Factors: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

12.

Knowledge of Policies & Procedures: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

[ ]

13.

Literacy Across Disciplines: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

[ ]

14.

Relationship Building: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

[ ]

15.

Use of Technology: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.
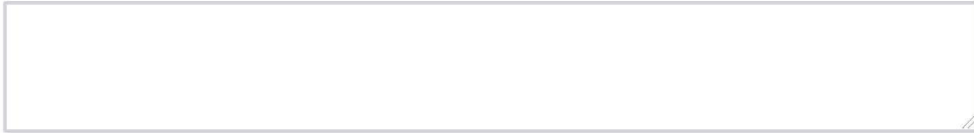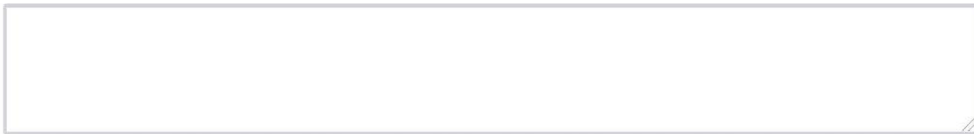
[ ]

16.

Use of Threat Assessment Tools & Models: Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

[text box]

Competencies from Previous List

(1) Assessment & Evaluation, (2) Communication, (3) Cultural Humility & Social Justice, (4) Ethics & Professional Integrity, (5) Information Gathering, (6) Interpretation of Information, (7) Knowledge of Laws & Mandates, (8) Knowledge of Mental Health Factors, (9) Knowledge of Policies & Procedures, (10) Literacy Across Disciplines, (11) Relationship Building, (12) Use of Technology, (13) Use of Threat Assessment Tools & Models

17. If you believe there is a competency relevant to Threat Assessment and Management Teams missing from the previous list, type the competency below. Then, rate the competency's relevancy to Threat Assessment and Management Teams and define what the competency means to you, as it relates to Threat Assessment and Management Teams.

What competency would you add to the previous list?

Rate the competency's relevancy to Threat Assessment and Management Teams (**0: not relevant** to **10: highly relevant**).

Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

18. If you believe there is a competency relevant to Threat Assessment and Management Teams missing from the previous list, type the competency below. Then, rate the competency's relevancy to Threat Assessment and Management Teams and define what

the competency means to you, as it relates to Threat Assessment and Management Teams.

What competency would you add to the previous list?
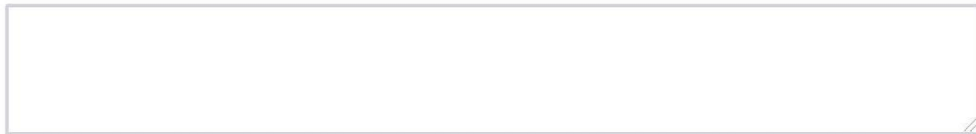
Rate the competency's relevancy to Threat Assessment and Management Teams (**0: not relevant** to **10: highly relevant**).

Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

19. If you believe there is a competency relevant to Threat Assessment and Management Teams missing from the previous list, type the competency below. Then, rate the competency's relevancy to Threat Assessment and Management Teams and define what the competency means to you, as it relates to Threat Assessment and Management Teams.

What competency would you add to the previous list?

Rate the competency's relevancy to Threat Assessment and Management Teams (**0: not relevant** to **10: highly relevant**).

Define what this competency means to you, as it relates to Threat Assessment and Management Teams.

20. If you believe there is a competency relevant to Threat Assessment and Management Teams missing from the previous list, type the competency below. Then, rate the competency's relevancy to Threat Assessment and Management Teams and define what the competency means to you, as it relates to Threat Assessment and Management Teams.

What competency would you add to the previous list?

Rate the competency's relevancy to Threat Assessment and

Management Teams (**0: not relevant** to **10: highly relevant**).

Define what this competency means to you, as it relates to Threat Assessment and Management Teams.
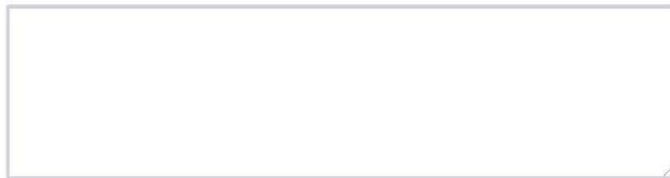
APPENDIX E

Survey Round-Two

INFORMED CONSENT

Competency Identification for Threat Assessment and Management Teams: A Modified Delphi Study

Principal Investigator: Heather Kloeker-Webster
Faculty Sponsor: Dr. Michelle Bartlett

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of this research study is to gain a better understanding of competencies needed for threat assessment and management teams within the University of North Carolina (UNC) System.

You are not guaranteed any personal benefits from being in this study. Research studies also may pose risks to those who participate. You may want to participate in this research because the results will contribute the knowledge base around threat assessment and management teams and can be interpreted to inform training.

In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above or the NC State IRB office (contact information is noted below).

What is the purpose of this study?

The purpose of the study is to identify competencies needed for threat assessment and management teams within the University of North Carolina (UNC) System.

Am I eligible to be a participant in this study?

In order to be a participant in this study you must serve as the Chair of your institution's threat assessment and management team (i.e.: Campus Behavioral Intervention Team (CBIT), Behavioral Assessment Team (BAT), Threat Assessment Team, etc.).

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to complete two-rounds of electronic surveys that will each take approximately 20 minutes. The two-rounds of electronic surveys will be sent three weeks apart. In the survey, participants will be asked to share opinions on the competencies needed for threat assessment and management teams.

Participation in this study is not a requirement of your employment, and your participation or lack thereof, will not affect your job.

Risks and Benefits

There are minimal risks associated with participation in this research. There are no direct benefits to your participation in the research. Indirect benefits include the use of the results to inform training for threat assessment and management teams.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely on a password protected NC State managed computer. Unless you give explicit permission to the contrary, no reference will be made in oral or written reports which could link you to the study. Individual data with identifiable details removed may be made available to the public as required by a professional association, journal, or funding agency. Any identifiable information collected as part of this research, will not be used or distributed for future research purposes without your consent.

What if you have questions about this study?

If you have questions at any time about the study itself or the procedures implemented in this study, you may contact the researcher, Heather Kloeker at hmkloeke@ncsu.edu.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you

may contact the NC State IRB (Institutional Review Board) Office via email at irb-director@ncsu.edu or via phone at 1.919.515.8754. You can also find out more information about research, why you would or would not want to be a research participant, questions to ask as a research participant, and more information about your rights by going to this website: http://go.ncsu.edu/research-participant

. I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty.

○ I **do** consent to participate in this study.

○ I **do not** consent to participate in this study.

. Please enter your first and last name.

_____

.
For the purpose of this study, please use the below definitions:

- *Competency:* **A standard level of performance or knowledge that an individual needs for their role**

- *Threat Assessment and Management Teams:* **Multidisciplinary teams that meet to review and discuss individuals who have displayed behavior that is concerning, may pose a risk to themselves or others, or could significantly disrupt campus environment (i.e.: Campus Behavioral Intervention Team (CBIT), Behavioral Assessment Team (BAT), Threat Assessment Team, etc.)**

1a.
Your peers defined **Assessment & Evaluation** as:

- The ability to utilize assessment and evaluation tools for the purpose of analyzing behavior, impact on self, campus and community, predictive models, etc.
- Critically assessing the information and evaluating it against established standards

After reflecting on how your peers define **Assessment & Evaluation**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```

```

1b. How would you rate the relevancy of **Assessment and Evaluation** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
⭕	⭕	⭕	⭕	⭕	⭕	⭕	⭕	⭕	⭕	⭕

2a.
Your peers defined **Communication** as:

- The ability to communicate effectively across a wide array of audiences
- Having the right people at the table and assessing who is most impacted and making sure they are informed throughout the process

After reflecting on how your peers define **Communication**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```

```

2b. How would you rate the relevancy of **Communication** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| O | O | O | O | O | O | O | O | O | O | O |

3a.

Your peers defined **Cultural Humility & Social Justice** as:

- Being able to use a lens of cultural awareness to better understand and interpret behavior, impact of behavior and how best to communicate with those whose lenses may be different than yours; to also be aware of explicit and implicit biases and ensure there influences are addressed
- Taking into consideration the person's background and ethnicity, cultural norms, and not making any assumptions and/or stereotypes

After reflecting on how your peers define **Cultural Humility & Social Justice**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```
[text box]
```

3b. How would you rate the relevancy of **Cultural Humility & Social Justice** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| O | O | O | O | O | O | O | O | O | O | O |

4a.

Your peers defined **Ethics & Professional Integrity** as:

- To be ethical and professional at all times with students, community, and all those one interacts with within the realm of the work and beyond

- Acting with the utmost high level of professionalism and making decisions for what is best for all, not what is best for self

After reflecting on how your peers define **Ethics & Integrity**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```
```

4b. How would you rate the relevancy of **Ethics & Integrity** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

5a.

Your peers defined **Information Gathering** as:

- Being able to effectively gather information from multiple sources in order to respond to concerns and issues in a through and timely manner
- Knowing where to find the information about the student; without information, the process will function in the reactive rather than proactively

After reflecting on how your peers define **Information Gathering**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```
```

5b. How would you rate the relevancy of **Information Gathering** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O	O

6a.

Your peers defined **Interpretation of Information** as:

- To be able to gist and interpret information gathered effectively in order to respond to concerns and issues in a through and timely manner
- Utilizing everyone's background and expertise to inform the decision

After reflecting on how your peers define **Interpretation of Information**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```

```

6b. How would you rate the relevancy of **Interpretation of Information** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O	O

7a.

Your peers defined **Knowledge of Laws & Mandates** as:

- To be able to understand the complex, competing, and overlapping laws and mandates; which impact our work in a way that allows for timely and effective

addressing of concerns and issues

- Compliance- ADA, FERPA, Clery are just a few federal laws that must come into play when assessing a student in crisis

After reflecting on how your peers define **Knowledge of Laws & Mandates**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```

```

7b. How would you rate the relevancy of **Knowledge of Laws & Mandates** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

8a.

Your peers defined **Knowledge of Mental Health Factors** as:

- To be able to understand the complex mental health factors which impact our work in a way that allows for the timely and effective addressing of concerns and issues with a sensitivity to the mental health of those involved and impacted
- Mental health is almost always a factor, which is why teams must have a counselor

After reflecting on how your peers define **Knowledge of Mental Health Factors**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```

```

8b. How would you rate the relevancy of **Knowledge of Mental Health Factors** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O	O

9a.

Your peers defined **Knowledge of Policies and Procedures** as:

- To be able to understand the complex, competing, and overlapping policies and procedures which impact our work in a way that allows for timely and effective addressing of concerns and issues
- Understanding state, local, and federal laws will keep institutions our of the papers and litigation

After reflecting on how your peers define **Knowledge of Policies & Procedures**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

[   ]

9b. How would you rate the relevancy of **Knowledge of Polices & Procedures** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O	O

10a.

Your peers defined **Literacy Across Disciplines** as:

- To be able to see, acknowledge, and understand that treat assessment crosses sociology, psychology, criminology, and numerous other disciplines; which can impact interpretation and the lens used, teams must be able to discern and implement best practices for each individual incident and student, in order to most effectively do the work

After reflecting on how your peers define **Literacy Across Disciplines**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

10b. How would you rate the relevancy of **Literacy Across Disciplines** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O	O

11a.
Your peers defined **Relationship Building** as:

- Building positive relationships of trust and integrity with on and off campus constituents in order to effectively respond to issues; the eyes and ears of the campus are vital to keep threat assessment teams informed of potential issues; if people do not believe teams do good, caring, and effective work, they will not share information
- Teams cannot function in silos; teams have have to know the key stakeholders on campus because most likely they have needed information; building strong relationships allow for the opportunity to under stand people's strengths and what they bring to the table

After reflecting on how your peers define **Relationship Building**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```

```

11b. How would you rate the relevancy of **Relationship Building** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O	O

12a. Your peers defined **Use of Technology** as:

- The ability to understand the technology available to do the best work; teams must understand the technology students and community members are using so that teams are comprehensive in information gathering when issues arise
- Information must be easily accessible to the team and kept in a central location

After reflecting on how your peers define **Use of Technology**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```

```

12b. How would you rate the relevancy of **Use of Technology** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10

○   ○   ○   ○   ○   ○   ○   ○   ○   ○   ○

13a.

Your peers defined **Use of Threat Assessment Tools & Models** as:

- Knowing about, understanding, and effectively utilizing the appropriate threat management tools and models to address campus concerns and issues; teams must always be looking at best practices and how they best fit the campus culture and work of the team
- Add credibility and integrity to the process

After reflecting on how your peers define **Use of Threat Assessment Tools & Models**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

```

```

13b. How would you rate the relevancy of **Using Threat Assessment Tools & Models** to Treat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

14a. Your peers defined **Generational Fluency** as:

- To understand the unique culture, development, and motivation of a particular generation of student, understanding there are exceptions to every group. However, generational gaps of understanding can impact the effectiveness of the assessment and response to an issue

After reflecting on how your peers define **Generational Fluency**, how do you define this competency, as it relates to Threat Assessment and Management Teams?

14b. How would you rate the relevancy of **Generational Fluency** to Threat Assessment and Management Teams?

0: not relevant   **10**: highly relevant

0	1	2	3	4	5	6	7	8	9	10
O	O	O	O	O	O	O	O	O	O	O

APPENDIX F

Competencies Defined by Participants

Competency	Participant Definitions
Assessment & Evaluation	• The ability to utilize assessment and evaluation tools for the purpose of analyzing behavior, impact on self, campus and community, predictive models, etc. • Critically assessing the information and evaluating it against established standards • The act of measuring knowledge about (assessment) and judging (evaluating) behaviors, actions, and/or reactions and impact on the community
Communication	• The ability to communicate effectively across a wide array of audiences • Having the right people at the table and assessing who is most impacted and making sure they are informed throughout the process • The ability to present information in a clear and consistent manner across a diversity of stake holders, for the purpose of providing clarity to university polices, practice, and procedures • Multiple layers of communication are important; verbal written and to all audience involved in whatever scenario or emergency is happening, with multiple updates on what is transpiring
Cultural Humility & Social Justice	• Being able to use a lens of cultural awareness to better understand and interpret behavior, impact of behavior and how best to communicate with those whose lenses may be different than yours; to also be aware of explicit and implicit biases and ensure there influences are addressed • Taking into consideration the person's background and ethnicity, cultural norms, and not making any assumptions and/or stereotypes • Possessing an awareness of cultural competent, as well as an understanding of implicit and explicit biases, that may impact the ways in which individuals react or are reacted to in social and interpersonal context • It is critical to higher education, but less so in terms of threat assessment. It is important to understand the racial, ethnic, and cultural uniqueness of all parties involved in threat assessment, including subjects, witnesses, complainants, and the campus officials managing the threat

Ethics & Professional Integrity	• To be ethical and professional at all times with students, community, and all those one interacts with within the realm of the work and beyond • Acting with the utmost high level of professionalism and making decisions for what is best for all, not what is best for self • Acting in a manner that does no harm to other individuals and does not focus on self-fulfillment of personal needs over community needs • The Hippocratic oath applies to work in all higher education- do no harm
Information Gathering	• Being able to effectively gather information from multiple sources in order to respond to concerns and issues in a through and timely manner • Knowing where to find the information about the student; without information, the process will function in the reactive rather than proactively • The ability to gather relevant information across multiple sources that aid in connecting disparate pieces of knowledge into a more whole and robust picture • Information gathering must be expansive, organized, updated, and shared with all relevant parties
Interpretation of Information	• To be able to gist and interpret information gathered effectively in order to respond to concerns and issues in a through and timely manner • Utilizing everyone's background and expertise to inform the decision • The act of synthesizing data in order to understand a specific behavior or phenomenon for the purpose of responding to concerns or making decision • The right, trained parties, must be involved in interpreting information
Knowledge of Laws & Mandates	• To be able to understand the complex, competing, and overlapping laws and mandates; which impact our work in a way that allows for timely and effective addressing of concerns and issues • Compliance- ADA, FERPA, Clery, Title IX are just a few federal laws that must come into play when assessing a student in crisis • The recognition and understanding of federal, state, and local laws and directives that guide compliance and regulatory decision-making

Knowledge of Mental Health Factors	• To be able to understand the complex mental health factors which impact our work in a way that allows for the timely and effective addressing of concerns and issues with a sensitivity to the mental health of those involved and impacted • Mental health is almost always a factor, which is why teams must have a counselor • A comprehension of characteristics, elements, or circumstances that impact an individual's emotional or psychological well-being • Mental health is critical with today's student population
Knowledge of Policies & Procedures	• To be able to understand the complex, competing, and overlapping policies and procedures which impact our work in a way that allows for timely and effective addressing of concerns and issues • Understanding state, local, and federal laws will keep institutions out of the papers and litigation • The recognition and understanding of institutional protocols and proposed actions that address processes and practices for decision-making. • This is a standard for threat assessment and also explains why attorneys must be included on most of this work
Literacy Across Disciplines	• To be able to see, acknowledge, and understand that treat assessment crosses sociology, psychology, criminology, and numerous other disciplines; which can impact interpretation and the lens used, teams must be able to discern and implement best practices for each individual incident and student, in order to most effectively do the work • The integration and acknowledgement of multiple perspective that assist in providing a broader frame of reference from which to take action • Situational relevance
Relationship Building	• Building positive relationships of trust and integrity with on and off campus constituents in order to effectively respond to issues; the eyes and ears of the campus are vital to keep threat assessment teams informed of potential issues; if people do not believe teams do good, caring, and effective work, they will not share information • Teams cannot function in silos; teams have to know the key stakeholders on campus because most likely they have needed information; building strong relationships allow for the opportunity to understand people's strengths and what they bring to the table • The ability to engage in interactions that engender trust,

	authenticity, communication, and collaboration
	• Relationship building is implied in threat assessment, as it relates to higher education
Use of Technology	• The ability to understand the technology available to do the best work; teams must understand the technology students and community members are using so that teams are comprehensive in information gathering when issues arise
	• Information must be easily accessible to the team and kept in a central location
	• The ability to utilize technological resources to gather and synthesis information, communicate, and maintain records for consistency and compliance
Use of Threat Assessment Tools & Models	• Knowing about, understanding, and effectively utilizing the appropriate threat management tools and models to address campus concerns and issues; teams must always be looking at best practices and how they best fit the campus culture and work of the team
	• Add credibility and integrity to the process
	• The use of established behavioral tools, professional judgement guides, and professional training to measure presented behavior against established and/or experienced norms
	• Threat assessment is perhaps more intuitive than scientific
Generational Fluency	• To understand the unique culture, development, and motivation of a particular generation of student, understanding there are exceptions to every group. However, generational gaps of understanding can impact the effectiveness of the assessment and response to an issue
	• Most higher education professionals, especially in student affairs, need to know how to understand and help others; human behavior cuts across generations